

**Canadian
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d'Economie Familiale**

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A Tribute



Edna W. Park

Home economists across Canada have been saddened to learn that Edna Park died in Toronto on January 27th, 1982. A charter member and an honorary life member of the Canadian Home Economics Association, Miss Park was active in the profession for over 60 years. She was Professor Emeritus, Household Science, University of Toronto.

Graduation from the University of Toronto in 1917 was followed by further study at the University of Wisconsin. After receiving her Master's degree from Columbia University in 1919 Miss Park was appointed to the faculty of the University of Toronto in the Department of Household Science. She became such an outstanding and popular teacher that after her retirement in 1961 she was invited to continue to lecture for several more years.

Professor Park was a life member of the Canadian Dietetic Association, the Home Economics section of the Ontario Educational Association and the University Women's Club. She was honorary vice-president of the Household Science Alumnae Association, appointed to the executive of the Consumers' Association of Canada and a member of the American Association for the Advancement of Science and the National Council of Family Relations.

A natural talent for teaching and an unusual ability to influence people made it possible for Miss Park to create in her students the desire to achieve the high standards she set for them and for herself. For her there was only one way, the *right* way, and nothing less than

one's best was acceptable. The influence of this remarkable woman spread far afield as graduates, imbued with her dedication to excellence and professional commitment, assumed positions in business and education across Canada and abroad.

Her students were her "family" and so deep was her interest that she could call most of the more than two thousand graduates by name and recall personal details about many of them as well. They, in turn, gave her their respect, admiration and love.

Miss Park's fierce loyalty to her associates and her profession led her to speak out fearlessly when she believed injustice was being done. She did not give up easily and could be an awesome adversary.

Many honors were bestowed upon Miss Park but none gave her more pleasure than those of the Household Science Alumnae Association whose members were largely her "girls". In 1962, when the Association celebrated its sixtieth anniversary, as a tribute, she was presented with a purse containing a considerable sum, by over one thousand graduates who signed the book which accompanied the presentation. In 1974 the alumnae again honored her by establishing an annual lecture at the University of Toronto known as the *Professor Edna W. Park Lecture in Household Science*.

Possessed of an indomitable spirit, great charm and a delightful sense of humor, this very gracious lady will be fondly remembered by all who were associated with her.

Dorothy M. Walden

Creating a Positive Image

The Second Key

President's Message

In the last issue I suggested that knowing what we do as professionals and proceeding to confidently tell others is the first key to sound professional image building. But this should pose the question — how does a person become a professional home economist? Is there some magic conferred with the bachelors degree which makes graduates instant home economists? Does one become a professional by joining a local or the national professional association? And what about the course content of those bachelors degrees? Does the combination of courses (different at each Canadian university but with similarities) do the trick?

This is a matter which leaders in the field of home economics must give some serious consideration.

Your Professional Development Committee believes that as a national association we should be giving some direction to the kind of professional education that we would like to see in institutions which provide undergraduate education for home economists. As a professional association should we not be recommending the amount and suggesting content for such professional education? Should taking this not be a requirement for all those who wish to practice in the field of home economics? For those who wish to have CHEA membership? Should there not be an opportunity for both the entry level practitioner and the mature professional to update in this area?

Sound professional education contains two basic elements which make it so necessary. These are a good definition of the field and enough history and philosophy to permit individuals to develop their own working philosophy of the profession. They are then in the position to accept or reject whether they wish to work in this professional capacity or not.

Part of our problem with image is that things have changed and progressed in Canada and midst the change many institutions have given up professional education — even as an elective choice.

In the past university faculties in the field developed and passed on to students the tools for developing their own sound professional philosophy. This was done formally, sometimes informally. But a basic conceptualization of the profession took place at the undergraduate level.

As institutions began to change their names and directions and to employ faculty from other disciplines, professional education began to falter. Scholars neglected to provide much discourse in the literature on this subject (a fair sign of a weakening profession).

Now there is nothing wrong with incorporating faculty from other disciplines into undergraduate departments or schools of home economics. Specialists brought academic depth, research capacity and prestige to a field which sorely needed these. They changed



the context of the education provided, however, and thus we should have changed or strengthened our "indoctrination" procedures.

There is nothing wrong either with using an interdisciplinary body of knowledge which has a family focus for those who are interested in being educated and using an interdisciplinary body of knowledge as background for certain occupations. But course content without a sound working philosophy does not make a professional. And some persons with this same academic content do not want to be home economists. This too is fair enough.

What we must do is to take some responsibility as a profession in seeing that professional education which permits the sound development of a personal philosophy of the field are offered in undergraduate programs. Further, we should insist that these be optional. We should see that prospective members of this profession have an opportunity to clarify in modern terms the goals, objectives, history, and purpose of this field. Then students and graduates should be free to accept or reject this as a profession in which to work.

Incidentally, the appearance in the literature of thoughtful treatises on home economics by Canadian scholars more recently would

(Continued on page 94)

Focus On: Home Economists and the Community



Courtesy of the Edmonton YWCA

*The aim
of the Canadian Home Economics Association
is to promote
the wellbeing of individuals and families
and to serve
home and community life in Canada.*

Never before have our communities, big or small needed the skills and expertise of home economists as they do now. Today's economic conditions, bringing such large unemployment rates, low incomes, high prices and many other factors which affect every family create needs for guidance and leadership as well as practical helps. Government, social agencies and organizations offer many kinds of assistance. But none of these fill some of the greatest needs of any community . . . needs which home economists can supply in part as volunteers. There are many groups in every community that are not served at all or served inadequately by employed home economists because of lack of monies. This is increasingly apparent as the cries for help become louder and more numerous.

One of the dictionary definitions of a volunteer is, "a person who offers to perform services willingly and without pay." Words — words inadequate to describe the full meaning. This starting point could be called first-dimensional. The background, education and experiences of the volunteer might be called the second dimension. With these, whether your specialized training and expertise are in the broad areas of foods and nutrition, clothing and textiles, home management, child care or family relations you have something to offer as a volunteer in your community.

Don't wait to be asked. Take the initiative! First, look around your community and become fully aware of its needs . . . where help is needed most and where you can best fit in. Stand back from yourself and determine your own best talents. Relate your training as a home economist and your own experiences as a professional to the community needs. Be especially aware of your own personal down-to-earth basic skills and knowledge of the hows-and-whys of food preparation, of choosing, making and caring for clothing, linens and home decorating, of good consumer shopping habits, and of caring for people. So many things to teach and talk about you wouldn't believe! If your greatest talents are in the area of administration you might make a very good member of the Board of Directors for a non-profit organization, especially if you have some practical training and experience in the agency's field of service. All of these things, education, practical experience and personal know-how together combine to make the second-dimension volunteer.

The third-dimension volunteer is the one who has all of these things plus the empathy for and understanding of people. It is not enough to mouth the words of learning, to teach the practicalities and skills of day-to-day living. Give a piece of yourself! Reach out to those who need your help with a warmth from within you which only you can give. Care as well as share and you will have entered the third-dimension.

Let there be a good communications path between you and your audience. Let questions and answers and informal chit-chat flow between you. The kinds of questions asked, the information sought will often give you excellent leads to future programs. Don't dash out after the program is over — linger a little so people can come up to you. Touching is very meaningful. A touch of your hand, a pat on the shoulder of the young or old, a

The Community Needs Volunteers



Katharine Middleton
Guest Editor

one-on-one smile or a little laugh, these seemingly small and natural motions from you frequently go directly to the hearts of the audience, and people will welcome your warmth as well as your wisdom.

The rewards of being a part-time or full-time volunteer are immeasurable and, indeed sometimes surprising. They don't just pave a one-way street. You, yourself will learn many things about your community and its people. You will expand your own professional knowledge. You will, along the way, add valuable "points" to your curriculum vitae — perhaps some that may lead to better professional opportunities. Finally, you will grow as a person in warmth and understanding, be rewarded with an awareness of belonging, and develop a sense of fulfillment that is indescribable. You will become a valuable member of society because of your caring and sharing. •

Katharine Middleton is one of the founders of the Canadian Home Economics Association and the first editor of the *Newsletter*, forerunner to the *CHE Journal*. She is an honorary life member of the Manitoba Home Economics Association.

Miss Middleton received a B.Sc. H.Ec. from the University of Manitoba in 1929, later interning at the Mayo Clinic. Her first job was as Dietitian and Food Consultant for 3½ years at the T. Eaton Co. in Winnipeg following which she was Food Editor for 13 years for the *Winnipeg Tribune*. After moving to Chicago, Miss Middleton worked for two years with Household Finance and then for 11½ years with Harvey and Howe who published *What's New in Home Economics*. During this time she hosted a television show entitled "Chicago Cooks with Kay Middleton" for one hour each day, five days a week. After taking an early retirement to care for her mother, Miss Middleton became a full-time volunteer for the American Diabetes Association, Northern Illinois Affiliate. A sterling silver medallion and chain was recently presented to her in recognition of her work. In 1978 Miss Middleton co-authored *The Art of Cooking for the Diabetic* which was reviewed in the Fall 1979 issue of the *CHE Journal*, p. 214.

AN ENCOUNTER



OF THE FOOD MIND

Logo of Community Action Group

Abstract

This article describes a community nutrition education project. The Edmonton Local Board of Health involved community representatives (health professionals, teachers, parents, and students) in a leaders' workshop and a community conference, to stimulate and facilitate development of programs to meet the nutrition needs of adolescents. These needs had been previously identified by a 1979 survey of the food practices, knowledge, and attitudes of students. Several community working groups have demonstrated their commitment to goals identified at the conference in March 1981, and continue their involvement in ongoing programs.

Résumé

Cet article décrit un projet de diététique pour la communauté. Des représentants de la communauté (professionnels de la santé, professeurs, parents et étudiants) ont participé à un atelier des dirigeants et à une conférence au niveau communautaire, deux activités organisées par le Conseil de la Santé Local d'Edmonton, afin de stimuler et de développer des programmes capables de satisfaire aux besoins nutritifs des adolescents. Ces besoins ont été identifiés lors d'une enquête préalable datant de 1979, sur les habitudes, les connaissances et le comportement des étudiants dans le domaine alimentaire. Plusieurs groupes de travailleurs de la communauté ont montré leur engagement vis-à-vis de certains objectifs identifiés lors de la conférence de mars 1981 et continuent de participer à des programmes en cours.

Karen Huth holds a BA from Pacific Union College, California and a MPH from the University of California, Berkeley. Originally from British Columbia, she was Health Consultant with the B.C. Ministry of Health for five years. She is now employed as Director of Health Education for the Edmonton Local Board of Health and served as Project Director of Stage II of the Edmonton Adolescent Nutrition Project.

Lorraine Green has a B.Sc. (H.Ec.) and a M.Sc. from the University of Alberta. She has held positions in the area of consumer education with Grant McEwan Community College and the Health Protection Branch, Consumer and Corporate Affairs Canada in Edmonton. Now a Community Health Nutritionist with the Edmonton Local Board of Health, she was assigned half-time to Stage II of the Edmonton Adolescent Nutrition Project.

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Adolescent Nutrition: A Community Project

Karen E. Huth

and

Lorraine Green

The Edmonton Adolescent Nutrition Project began in 1978. The Edmonton Local Board of Health sought funding from Alberta Social Services and Community Health to conduct a nutrition needs assessment of Edmonton adolescents. Adolescents had been selected as a target group for potential intervention programs for several reasons. Concern regarding their food habits had been expressed by the public, and by school and community health personnel. Literature also identified adolescents as being at nutritional risk. Furthermore, there were few nutrition programs outside the classroom which were directed toward teenagers in Edmonton. **Stage I** of the Project, the nutrition needs assessment survey, was conducted to provide information on the nature, extent, and location of food practice problems of Edmonton adolescents. (Campbell, Craig, & Rolf, 1980) This provided a basis for determining content and methods for intervention programs. The latter became the focus for **Stage II** of the Project—a leaders' workshop and a community conference. This generated ongoing community involvement in the development of programs to meet needs identified by the initial survey.

Stage I: The Nutrition Needs Assessment

The nutrition needs assessment was conducted in the fall of 1979. Data was collected on the food habits of 1500 grade 8 students in Edmonton schools. The sample ranged in age from 11 to 15 years; 97% of the students were in the range 12 to 14 years.*

* For the purposes of this article the words "adolescent(s)", and "teenager(s)", and "teen(s)", are used to refer to persons in this age group.

Students' food intakes were collected using a validated 24-hour food recall instrument which allowed standardized administration by a teacher to a class. Using Canada's Food Guide, the lower range of the recommended number of servings for each food group was defined as the criterion for an adequate food intake. Two additional survey instruments were validated to obtain information regarding the adolescents' weight and height, and food related practices and attitudes, and nutrition knowledge.

On the day of the survey 82% of the students' diets did not meet the minimal food intakes recommended by Cana-

da's Food Guide. More girls than boys had food intake problems, and the girls' problems appeared to be more intense (they were below the recommended intake in more food groups, and by a greater amount). Results also indicated widespread confusion among the teens surveyed regarding appropriate weight-for-height. Many were unhappy with their weight, and almost 40% of the total sample were trying to lose weight. Girls valued thinness more than did boys. The concept of energy balance and its relation to body weight was poorly understood.

Most students did not recognize their own food intake problems. Those surveyed rated their own diets as superior to teenagers' eating habits in general. Sixty-one percent of those students who rated their own diet as good or excellent failed to meet Canada's Food Guide recommendations for two or more of the four food groups. Students had difficulty classifying foods into the food groups, and consistently under-estimated the quantities necessary to meet basic nutrient needs.

Most food was consumed at home. Meal skipping was not prevalent. On the day of the survey, less than 10% ate at restaurants or fast-food outlets. The use of vending machines did not appear to be an issue.

Teens overwhelmingly rated parents as having significant influence on their food habits. Doctors and dentists were also rated as highly influential. The student appeared to link food intake with health concerns, and expressed interest in learning more about a variety of nutrition and health-related topics.

Recommendations based on survey results urged that ongoing programs be developed to address the problems identified. For greatest effectiveness it was recommended that programs be community-wide, using a variety of strategies, with close liaison among program participants.

Results of Stage I were released in September 1980, generating considerable local interest and concern. The Edmonton Local Board of Health requested additional funds from Alberta Social Services and Community Health for a six month project, to stimulate and facilitate development of nutrition intervention programs. Stage II of the Edmonton Adolescent Nutrition Project was initiated in October 1980. A community health nutritionist with the Local Board of Health was assigned half-time to assist the Project Director.

Stage II: The Community Education Project

Current literature indicates that programs directed at changing individual health practices are not likely to achieve sustained behavior change, unless concomitant action is taken to provide the individual with opportunities and supports to adopt the new practices. Thus successful health promotion programs involve not only health education, but also any related organizational, environmental, economic, and political interventions which will "provide better conditions, opportunities, supports and incentives for improving the health of individuals in the community". (Nix, 1977, p. 82) In addition, programs are more likely to be successful if the special interest and competitive nature of groups within the community is recognized, if key community leaders and organizations are identified, and if leaders, local groups and organizations, and the general public are involved in the planning of health-related programs and events. (Nix, 1977, p. 4) The most effective way to assist the adolescents in becoming informed food consumers was to involve the teenagers themselves, and the individuals who significantly

influence their nutrition habits. During the first two months of the project, considerable time and effort was spent in establishing contact with those individuals and agencies most directly interacting with Edmonton adolescents.

Project objectives were established as:

- creation of an awareness in Edmonton of adolescents' nutrition needs
- facilitation of informed and systematic decisions for action
- support for and coordination of actions decided upon by community representatives.

After considering several alternative strategies, staff chose a community conference as the focal event of the project. The conference was planned for March 1981. Since community involvement was particularly important, local people were invited to act as facilitators at the conference. A two-day pre-conference leadership workshop was held in January 1981, for 25 selected community representatives.

● Leadership Workshop

Expected outcomes of the workshop were a personal commitment by the core group members to this leadership role, both at the conference and in ongoing community programs, and the development of the participants' skills in facilitating group dynamics in a workshop situation.

During early planning stages, the work of Dr. Robert Allen was identified as particularly relevant. After reviewing articles and educational materials (Allen, 1977, 1978, 1980) by Dr. Allen, project staff invited him to conduct the January workshop.

Participants included parents, teachers, nutritionists and other health professionals, and representatives from youth groups and churches. They explored the effects of societal norms (which are predominantly negative) on personal health practices, and the need to establish positive norms which would support people in their attempts to adopt a healthy lifestyle. Dr. Allen presented "Lifegain", his Normative Systems approach to the improvement of health practices.

While the participants certainly developed commitment to their leadership role, they expressed a need to clarify their specific roles at the conference. To meet this need, two afternoon sessions were conducted in consultation with staff of the Edmonton Local Board of Health's Mental Health Division.

● Community Conference

A health promotion event, such as a health fair, a marathon, or an immunization campaign, can be more than an end in itself. It can provide the impetus and nucleus from which short-term enthusiasm and commitments can be extended into long-term alliances and networks of community agencies who have succeeded in working together on health promotion. They can become the foundation to support social norms for healthy people. (Green, 1980, p iii)

The above quotation describes the expectations staff had for the conference: it was seen as a *kick-off* point for further action, an opportunity to set in motion a coordinated series of mini-projects. The conference, "An Encounter of the Food Kind", was scheduled for an evening and a day.

Conference participants were sought in a variety of ways. The core group made direct contact with individuals

in their own networks. As well, invitations were sent to all junior high schools in Edmonton, to students and parents identified by teachers, to health professionals, to a variety of community agencies, and to the media. The total number of participants was about 120, which was a suitable number for managing group interaction during workshop sessions.

It was essential that the conference not merely communicate the needs evidenced by the survey, but that it do this in a manner which would encourage personal commitment to action on the part of each participant. An Edmonton theatre group, Catalyst Theatre, was chosen as a vehicle for creating awareness and stimulating commitment. Further funding was required to use Catalyst Theatre for the Friday evening program. The Health Promotion Directorate, Health and Welfare Canada, granted support for theatre costs. Thus the project became a cooperative venture involving three levels of government — funding from provincial and federal sources, and staffing from the local level. Catalyst developed a series of mini-presentations to communicate the important findings of Stage I, to raise issues for discussion, and to involve each of the varied groups represented at the conference. Post-conference evaluations indicated that objectives for the theatre presentation were achieved in a most entertaining and enjoyable way.

Saturday's agenda was designed to allow an analysis of the factors affecting adolescent nutrition habits, a brainstorm of some possible solutions to the problems, the formation of several working groups with strategies for action and a group to coordinate the planned activities.

● The Community Nutrition Action Group

The various interest groups formed at the conference suggested a number of activities and projects. Not all were feasible, given resource limitations. As well, project funding did not provide for follow-up activities. However, several groups have to this date continued their involvement in various projects, demonstrating participants' commitment to volunteer time and effort.

The **Special Events** interest group organized and invited Edmonton junior high schools to participate in the *Brown Bag Olympics* and *Super Sandwich Contest*. The intent was to focus student attention onto exercise, nutrition, and in particular, good lunch ideas. The Brown Bag Olympics poster featured a running lunch bag carrying, instead of an Olympic torch, a cornucopia of various foods. The Olympic Events, including The Big Bag Bang Relay, Basketbag, Sack Race, Shot Bag, Punching Bag Relay, and Mr. and Ms. Teen Bag, were suggested houseleague activities. The Super Sandwich Contest invited students to submit sandwich recipes in five categories: Big Four Plus Iron, Some Like It Hot!, Calorie Counters' Treat, Vegetarian Delight, and Anything Goes! Contest rules required the sandwich recipe to be part of a menu for a Super Bag Lunch, which included foods from the four food groups. It is anticipated that these events will be promoted annually by the Community Nutrition Action Group.

A second interest group conducted a survey of junior high schools to determine the number with school stores, the types of food sold, and the popularity of the various items. Survey results and suggestions were returned to the participating schools.

Conference participants who indicated interest in reaching community groups prepared a series of articles on nutrition for local papers or newsletters.

Following the conference, the **Fitness** interest group sent letters to all junior high schools offering information and assistance in instituting a "Fit-break", and received good response. Some schools showed interest in follow-up activities, such as a request to develop a fitness program for students. In order to develop teacher commitment and confidence to lead students in these activities, one school arranged twice-weekly fitness classes for teachers.



Promotional posters developed by community interest group for contest events.

Another group of participants wrote a letter to appropriate government departments and local school boards, expressing concerns regarding nutrition education. The group indicated support for a mandatory health education curriculum with a nutrition component (soon to be introduced in Alberta elementary schools), and requested that teachers of the new curriculum receive the necessary in-service education in health and nutrition to ensure maximum quality of instruction.

A coordinating committee was formed from one interest group. Its first task was to compile the information on solutions and strategies generated at the conference sessions, and to provide it to contact persons of the other interest groups.

The contact persons from some of the interest groups and several members of the original coordinating committee have now consolidated into one group. The name "Community Nutrition Action Group" has been chosen and a letterhead which is used by all the active interest groups has been adopted. This letterhead also carries the name of the Edmonton Local Board of Health, which has continued to provide secretarial service and staff support for the Action Group. The authors continue to represent the Board of Health on this committee. ●

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Photo courtesy Alberta Government

Child Abuse: A Community Responsibility

Gerry Kilgannon

Abstract

Child abuse seems to be increasing in Canada. This is not just a family problem; it is a community problem. There are forces in the community that contribute to it and the community is affected by it. It therefore should be the responsibility of all concerned persons to find and implement ways to alleviate the abuse of children by their parents. Several methods of doing this are suggested.

Résumé

Le problème des enfants maltraités semble être en augmentation au Canada. Ce n'est pas seulement un problème familial; c'est un problème au niveau de la communauté. Il existe des forces au sein de la communauté qui y contribuent et celle-ci s'en ressent. Il y va donc de la responsabilité de toutes les personnes concernées de trouver et mettre en oeuvre une solution pour pallier au mauvais traitement des enfants par leurs parents. On suggère ici différentes méthodes allant dans ce sens.

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Canadians like to imagine the family as a refuge from the stresses and strains of the outside world. While this is true, there is another reality. The family is both the most loving and supportive of human groups and also by far the most violent group or institution.

(Child at Risk, p.43)

Violence has been characteristic of some families throughout the ages. It is only recently that people have begun to acknowledge the long lasting devastating effects of this destructive way of relating. Karl Menninger, noted criminologist says:

I am convinced that most of the violence that develops in the lives of young people who become miscreants of one kind and another — thieves, bullies, even rapists and murderers — can be ascribed to the aggressive behavior these same individuals received as children (*Child at Risk*, 1980, p.42).

The personal and societal effects of child abuse are now known to be so great, both psychologically and economically that it will require a concentrated and coordinated effort by many people to alleviate the problem. It is particularly important for all professionals who have contact with children and/or families to be aware of the complex dynamics of the problem so that they can creatively involve themselves in the identification, treatment and/or prevention of this destructive interaction that goes on in so many troubled families.

Incidence

The incidence of child abuse in Canada seems to be increasing. However, it is impossible to determine whether the rising number of reported cases is due to an actual increase in cases; whether it is due to an increasing awareness on the part of professionals and other persons in the community; or whether it is due to improved record keeping. Whatever the reason or reasons, the number of reported cases is increasing dramatically. Robertshaw (1981, p.24) notes that in 1978, 5879 cases were reported in Canada. By the end of 1979, another 7,329 cases had been reported across the country. If we take into account the widespread belief that only a fraction of actual cases are reported we can begin to get a sense of the enormity of the problem.

Definition

One reason that there is so much uncertainty about the extent of child abuse in our communities is the confusion that exists about what exactly is child abuse. Psychologically, experts disagree on the amount of force and withdrawal of love to be employed by parents in rearing their children; leaving many parents feeling bewildered and overwhelmed. Ethically, views differ across a broad spectrum, from those that maintain that children are a class of persons with a right to their own Bill of Rights to those who see children as mere possessions of their parents, who must be taught to obey and behave in ways that are not only approved by parents but provide a measure of gratification as well. This latter view is supported in Canada by law. Robertshaw (1980) notes that "at the present time, both federal and some provincial/territorial child welfare and educational legislation specifically sanction the use of corporal punishment for children" (p.35).

Protection of Persons in Authority CORRECTION OF CHILD BY FORCE

43. Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances. (The Criminal Code, R.S.C.. 1970, Chap. C-34.)

This section of the Criminal Code allows teachers and parents to use methods of punishment on children that when used on adults are considered to be criminal acts.

The responsibility for legally defining what constitutes child abuse or "a child in need of protection" has been assigned to the territorial and provincial legislatures. Hence there are twelve different statutes, each of which sets out a legal description subject to interpretation by the courts in each of the twelve jurisdictions. Robertshaw (1980) comments:

In much of the legislation, the definitions show little change from those of the Ontario acts of 1927 and 1954. Both acts, in fact, predate medical recognition of the abused child. We need to utilize contemporary medical and other professions in reformulating our definitions relevant to abused children (p.29).

Despite all the difficulties with definition, most professionals in the field generally classify abuse in one of five categories: physical, sexual, nutritional, emotional and serious neglect.

Etiology

Determining the factors which contribute to parental abuse of children is a complex and difficult process. It was once thought that parents who abused their children were insane or criminally inclined. Research now indicates that only a small number of cases can be attributed to psychotic parents. Recent studies indicate that a large majority of cases that come to the attention of the authorities are caused by the explosive mix of three interacting components. Those components are:

- A parent with low self esteem, under chronic stress such as poverty or lack of support. Such parents usually feel inadequate, are mistrustful, socially isolated and have difficulty expressing their frustrations, disappointments and anger in appropriate ways.
- A child that is perceived by the parent as difficult or different and sometimes unwanted. A child that does not behave in ways that the parent wants or expects. Usually the expectations are unrealistic.
- A crisis, that may range from a spilled glass of milk to a major event, such as loss of employment.

Another factor which seems to be casually related to child abuse is parental ignorance of normal child development and healthy child rearing practises. Some parents, ignorant of the physical, nutritional, intellectual and emotional needs of their children chronically abuse their children unintentionally because of their lack of knowledge or experience.

Other parents, ignorant of children's needs or who choose to disregard those needs, abuse their children in the name of righteous correction and punishment. It is these parents who are supported in their child rearing methods by the aforementioned section in Canada's Criminal Code and by an attitude that is all too prevalent in our society; an attitude that condones the use of force when it is applied by those in authority or in the case of so many films and TV scripts, "the good guys".

In examining the factors that seem to contribute to child abuse, factors such as ignorance, the disregard of children's needs, the feelings of inadequacy of some parents, the deliberate use of power by others and the stressful situation that many parents find themselves in, it seems obvious that the issue is one that must be dealt with at many levels. Despite a widespread belief in the sanctity of the family, child abuse is a community responsibility, both in the sense that the community contributes to the problem and the community is hurt by the problem. Therefore the community must be involved in helping to alleviate the problems. Families cannot do it alone.

Alleviating the Problem

Fundamental to any community response to the abuse of children are the beliefs and attitudes of the members of the community. Besharov (1975) succinctly and unequivocally tells us:

There must be a reversal in the attitude of the public toward parents who have been seen as cruel perpetrators. In the words of Dr. Vincent J. Fontana, "We must come to realize that there are two victims of child abuse — the child and the parent." . . . Sympathy for the abused and maltreated children must be channelled into constructive help in their behalf. (p.3)

A greater awareness and appreciation of the fact that most parents who abuse their children were victims of abuse themselves would bring about a better understanding of the vicious cycles such people are caught in. An acknowledgement of the helplessness we all feel at times of stress would help us be more empathetic toward those whose feelings become so overwhelming that they strike out at the most available and non-threatening targets, their children.

Parents who have problems in rearing their children are acutely sensitive to being labeled sick, sadistic, or degenerate. They also fear punishment and jail . . . A truly rehabilitatively oriented social system must create an *understanding* atmosphere even though further abuse or maltreatment cannot be condoned. (Besharov, 1975, p.13)

Identifying troubled families and putting them into contact with whatever help they need is one of the most effective ways of preventing child abuse. Mandatory reporting of suspected cases "is now a provision of all but two provincial/territorial statutes" (Robertshaw, 1980, p.44). Many checklists have been developed and are available to professionals working with children and/or their families. Probably the most developed system for this purpose is the one used by some hospitals for observation of new mothers after delivery of their babies. Some school systems have developed procedures for their staff to help them in identifying and reporting suspected cases of child abuse. But much more needs to be done in the field of educating professionals to alert them to the signs of abuse. For example, teachers and day care workers need to know how to recognize behavior patterns in children that indicate possible abuse. Income assistance workers and others who have contact with parents need to be aware of the crucial role stress plays in the dynamics of child abuse and be able to recognize the symptoms of stress in their clients. Having been identified, families must then be offered appropriate help, support, and/or treatment so that abuses will not take place, or continue in families that have been abusing. Effective treatment for both parents and children can break the cycle of abuse that is passed from generation to generation.

(Continued on page 70)

The Family Money Management Counselling Service: A Community Project of the College of Home Economics



Mary Orr and Lynne Paulett Counsellors in FMMCS

Margaret E. Crowle

Abstract

The Family Money Management Counselling Service was a Saskatoon storefront service provided by the College of Home Economics. It was staffed by home economists, funded by federal and provincial governments for three and one-half years. The focus of the service was free one-to-one budget counselling and debt loan determination, development of educational materials, teaching of community classes, presentations through mass media, resourcing of social agencies, research and advocacy for province-wide counselling services.

Students in the Family and Consumer Studies Division of the college have collected research data, presented community programs and gained experience in counselling.

Résumé

Le service d'orientation pour les opérations financières familiales était un service à local fixe offert par le Collège d'Economie Familiale de Saskatoon. Le personnel se composait d'économistes familiaux, et les gouvernements fédéral et provincial en ont assuré le financement pendant trois ans et demi. Ce service mettait l'accent sur une orientation gratuite et individuelle concernant le budget et évaluant le montant des dettes, le développement des matériaux éducatifs, la création de cours pour la communauté, des présentations par l'intermédiaire des médias, la documentation des agences sociales, la recherche et l'encouragement de services d'orientation dans toute la province.

Les étudiants de la Division des Etudes sur la Famille et le Consommateur du collège ont réuni des données de recherche, présenté des programmes pour la communauté et gagné de l'expérience en orientation.

Home economists in Saskatchewan have long looked with envy at the well established district home economics extension services in the provinces of Alberta and Manitoba. For many years it has been a priority of the Saskatchewan Home Economics Association (SHEA) to persuade the government of Saskatchewan that rural families in this province lack this much needed service. Obviously we would like to have these job opportunities in Saskatchewan, but the problem goes deeper. We need the role image that these professionals would provide. The provincial government has hired a very small number of home economists in Agriculture Marketing and Sask Power and an equally small number are employed by private business. These persons do not have the visibility or accessibility that a district home economist would have.

It is extremely difficult to market home economics as a career in a province where the public knowledge of the profession is limited to an awareness of the job description of a home economics teacher or dietitian. Often the teacher is not a home economist and the dietitian does not admit to being one. The public perception of subject

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matter of the college degree is that it must be similar to what one learns in a grade 8 or 9 cooking or sewing course. Many other subjects are taught in our high schools by home economics teachers but these courses are usually elected by the student who has little interest in a post secondary education.

The College of Home Economics at the University of Saskatchewan has recognized this image problem. Dealing with the problem is much more difficult. One effective way has been to place senior Family and Consumer Studies students in field experience with social agencies. These opportunities have helped the student to bridge the gap between college and career and have expanded the job market once the future employer realized the contribution that a professional home economist could make to the agency. But the job of money management counsellor or educator did not exist in Saskatchewan and public attitude was "what could a home economist possibly know about money management and family finance?" The college therefore decided to attempt to establish a storefront Family Money Management Counselling Service (FMMCS) with the object of demonstrating to the province of Saskatchewan that consumers in this province needed such a service and that the home economist was the skilled professional who should be the provider.

Counselling Services Elsewhere in Western Canada

We began by looking at family money management counselling in

other provinces. Province-wide services exist in Ontario, Alberta and British Columbia. An examination of these services shows some similarities and some differences. The Alberta program is financed completely by the provincial government. Ontario has funding from provincial and municipal governments, United Way and credit grantors. British Columbia has a program called "Credit Aid" which combines the counselling financed by the provincial government with the volunteer counselling provided by credit grantors. The primary mandate of all three programs is personal money management counselling, the arrangement of consumer debt repayment plans and the promotion of consumer credit education. Alberta, however, has by far the most extensive money management education programs with co-ordinated promotion through radio, television, booklets, brochures and group workshops.

In Alberta and Manitoba the district home economists deliver money management education programs to identified target audiences, mainly rural, and usually among the younger age groups. The field staff in Manitoba provides extensive individual counselling assistance to clients.

Some programs of debt counselling located in greater Winnipeg were precariously funded by federal and provincial governments, all intended to assist low income consumers.

Counselling in Saskatchewan

In Saskatchewan a survey of needs established that there was very little budget counselling available, and that those agencies that were doing counselling did not consider it to be their primary function and would be pleased to refer clients to us. Orderly Payments of Debts arrangements were handled by the Mediation Board which attempted to serve all clients from an office in Regina with one or two visits a month to other centres in the province. Their case load was high and on-going counselling was impossible. Family Service Bureaus and Catholic Family Services did some counselling in Saskatoon and Regina. The Credit Unions through their Low Income Loans Program provided a good counselling service for low income people who were or wished to be in debt. This was limited to five centres in the province and for obvious reasons was not advertised. They preferred to have clients screened and referred by social agencies. The Department of Social Services pro-

vided minimal counselling to clients. Trustees were appointed to manage the financial affairs of some recipients. Consumer and Corporate Affairs Canada partially funded consumer help offices in Prince Albert, Regina and Yorkton. Some counselling was available for low income consumers.

An evaluation of all these services showed that there had been no permanently funded government program or social agency whose primary mandate was preventive counselling in consumer credit or debt. There was very little counselling available outside of Regina and Saskatoon. There was no guarantee that those counsellors who were giving money management advice were in any way trained or qualified to do so. No accreditation exists. What does a home economist know about money management and family finance? A great deal more than most persons who were presently doing counselling in Saskatchewan. Family money management and debt counselling in Saskatchewan was enthusiastically welcomed by all those whom we contacted. It seemed to be an idea whose time had come.

Objectives of the Service

The long term goal of the storefront Family Money Management Counselling Service was to document the need for such a service in the province of Saskatchewan and to provide funding for a comprehensive service throughout the entire province. We hoped to identify existing community resources and establish referral systems with credit grantors, social agencies, legal assistance workers and educators. Procedures and forms for client intake, assessment and on-going counselling were to be developed and we wished to determine the most effective ways to advertise the service and attract clients. Money management education programs were to be offered.

The service originally was aimed at consumers with low income and limited education. Resources and programs were developed to meet the needs of these groups. Once the counselling service was available, however, we found that it attracted persons from all income levels and that many had from two to six years post secondary education. We therefore attempted to identify counselling and educational needs of all individuals and groups seeking assistance and to develop programs of money management education to meet specific needs.

The anticipated benefits to the community were the free one-to-one counselling service, money management education programs, training of related professionals and development of resource materials. The benefits to the College were seen to be involvement in actual community problems, development of new courses in the evolving Family and Consumer Studies Division of the College to meet changing needs in society, a practicum training for senior students, research possibilities and advocacy for change in the supply of services from governments with resulting new job opportunities for graduates.

Funding and Mechanisms for Starting the Service

Provincial and federal governments were approached for funding in the early spring of 1977. Consumer and Corporate Affairs, Canada, approved the proposal in October and provided a start-up grant. An experienced home economist, Elizabeth Burwell, was hired to gather resource materials, develop intake forms and survey community needs. A recent graduate, Mary (Fitzgerald) Orr, joined the service in May, 1978. Most of the credit for the success of the project must go to these two dedicated, enthusiastic professionals. Counselling and community programs were initiated in May when we established the storefront office in the downtown location of the School of Social Work. The space was given to us at no charge. We also received support and guidance from the social work professionals at the School. Ron McLeod, MSW, a social worker at the Family Service Bureau, provided training in interviewing skills and direction in setting up referral systems.

Budget counselling and money management programs were identified as priorities for federal Consumer and Corporate Affairs grants funding in July 1978. A year's funding was received. The target population was expanded, community education programs were developed and training courses were arranged for paraprofessionals who were counselling in self-help societies and social service agencies. The home economist in the FMMCS found that there was no substitute for personal contact with other service agencies, lawyers and credit grantors. Many hours were spent in obtaining free publicity to make our service known.

A further 15-month grant was obtained in July 1979, and at this time

an arrangement was contracted with Saskatchewan Department of Cooperation and Cooperative Development for additional funding to counsel clients eligible for the Credit Union's Low Income Loans Program. In August 1979 the office was relocated in a downtown low rental office building with 24-hour electronic answering service. In August 1980 a 9-month grant enabled us to operate until the program terminated in June 1981.

Experience with the Service.

Much valuable experience was gained in the three and one-half years of operation. Some of this may be of value to others who are considering a similar venture. Our recommendations are as follows:

Counselling should be made available on a one-to-one basis to individuals or families of all income levels who require help in:

- **budget counselling** — allocation of resources to meet needs, determination of how much can be set aside for savings or used to purchase credit.
- **debt counselling** — deals with how to handle debts that the client has incurred. Monthly expenses are discussed and the amount that the client can apply to his debts each month is established. Alternate solutions are considered including consumer loans, debt consolidation, client mediation with creditors, referral to the mediation board, Orderly Payment of Debts arrangements, bankruptcy, legal assistance and Small Claims Courts.
- **credit counselling** — selection of appropriate credit to meet needs. Alternative types and costs of available credit are discussed, enabling the client to make a well considered decision.
- **attitude change** — establishment of the clients' basic values and goals — review of spending habits in terms of background, their present situation and their future needs. Could their spending habits be changed to better meet these needs? Sometimes clients should be referred to a social worker because money problems are never isolated from emotional problems.
- **crisis intervention** — in cases of wage garnishment or foreclosure. In some cases counsellors mediate directly; in others, referral to legal assistance is necessary.
- **preventive counselling** — money management to prevent an impending financial disaster — or advice to newly married couples in budgeting to achieve needs and goals.

To be successful, the counselling should span five or six sessions to assist clients to balance accounts, determine how yearly expenses fit into monthly budgets, build up an emergency fund,

receive therapeutic counselling in attitude change towards resource allocation. Money related problems such as nutrition education, food, clothing and shelter expenditures are discussed with the client and help is given with purchase decisions where necessary. The home economist must always be aware that some problems require referral of a client to other professionals. A team approach of home economist, lawyer, and social worker would be ideal in a counselling agency.

Community Education

Funding groups are always concerned with number of clients served under their grants programs. In the three and one-half years of operation the total number of cases handled in individual counselling was 282, many of these being more than one person per case. When four to six sessions at one or more hours per session are devoted to individual counselling it becomes very time consuming. Much education and assistance can be given in group teaching situations. Members of groups tend to reinforce the information given by the instructor and be supportive of others who are experiencing problems similar to themselves. The counsellors in the FMMCS found that it was essential to have a mixture of money management education classes along with the one-to-one counselling. Otherwise they experienced *burn-out* because their clients' problems were so depressing. A balance of 30% educational programming, 60% counselling and 10% office management proved to be a workable time arrangement.

In the three years of operation from July 1, 1978 to June 30, 1981, 6,041 persons were reached through a total of 131 programs. Television and radio open-line presentations reached countless others in the community. Programs were developed to meet the needs of specific groups such as pre-marriage workshops, single parents, school children, community college classes, Adult Basic Education, low income students in Manpower retraining programs, psychiatric and alcoholic rehabilitation centres, ladies *take-a-break* classes, the penitentiary half-way house, Indian education centres, unwed mothers, battered wives, Mexabition, YWCA classes and community service groups. Methods used have included lectures, workshops, group discussions, role playing, displays, newspaper columns, radio talk shows.

One very successful display used at Christmas in the shopping mall fea-

tured a decorated tree on which the presents were hand drawn cards promising IOUs of time, energy and love instead of gifts which cost money. The costs of Christmas were calculated and the passerby was urged to budget these costs into a year-round spending plan. Displays of housing costs were set up for the spring bridal shows using the home computer programs and stressing effects of inflation on mortgages.

Training Programs for Related Agencies

The service has provided workshops for professionals and paraprofessionals in money management related areas. These included social workers in the Department of Social Services and welfare trustees in Self-Help Council, Salvation Army, Women Alone, and Welfare Rights groups. These workshops promoted a sharing of ideas and of solutions to common problems.

Resource Materials

A collection has been made of resources used by other provinces and the United States and many resources were developed to meet our needs. Students in our program assessed the value of these resources in actual teaching situations.

Involvement of Students in the Service

Home economics students in the fourth year of the Family and Consumer Studies Division may elect a half-class practicum working with money management. They gain experience with individual clients and with group teaching. Some educational programs have involved business college students, unwed mothers, the penitentiary half-way house. Each student is required to teach a workshop on money management and credit to a premarriage class at the Family Service Bureau. Both the students and the community have benefited; the students from actual field experience and the community through additional programs and an awareness of the expertise of the home economist. During the years that the FMMCS was in existence experience was obtained working through this agency. At the present time it is not difficult to place students due to the referral systems that were developed.

Advisory Board

An advisory board was established from the ranks of credit grantors, social assistance personnel, social workers,

lawyers, government agencies, anti-poverty groups and senior citizens groups. This board met on the average of four times a year. It made a valued contribution to the service because it kept us in touch with the needs of the community, assisted us in a search for funding and in turn advertised our services to client groups.

Research

Research projects have been carried out during the three years. A clothing study established standards for people living in a prairie climate. These basic clothing requirements, price and maintenance costs can be used by agencies working with low income clients and have formed the basis for advocacy for increase in social assistance allowances. Studies have been done on basic equipment needs. Small projects (food pricing, crib costs) have been used as background for media presentations. Based on experience from the service a major research report has been presented to the Government of Saskatchewan outlining consumer credit counselling and education needs in the province and making recommendations for school and post

secondary courses, adult education classes and money management education and counselling programs. Suggestions have been made for content and delivery of courses and services.

Outcome of the Project

The Family Money Management Counselling Service has made repeated submissions to the provincial government over the past three years so perhaps we can take some credit for the decision of the Department of Consumer and Commercial Affairs in May 1981 to announce a money management program and hire two education and extension co-ordinators (working in Regina and Saskatoon) to "conduct and co-ordinate workshops, seminars, lectures, and other educational programs; develop education materials and provide consultative services in the area of consumer and money management skills". These positions are accompanied by two money management counsellor positions in each of the above cities to develop credit counselling programs. It is anticipated that a province wide money management

education and counselling program will be initiated. The education component will be an expansion of the existing consumer education and information services. The counselling component will attempt to fill the need for preventive counselling and ongoing counselling of overindebted consumers and others who wish to improve their money management skills. It will complement the services of the mediation board in its Orderly Payment of Debts arrangements.

The staff, files and resources of the FMMCS were transferred to the Consumer and Commerical Affairs new offices in Saskatoon on a temporary basis so that there would be continuity of client counselling and programs. When the new service began in October 1981, the home economist from the FMMCS was hired as a counsellor. The Department consulted the College of Home Economics and the service during the planning and implementation periods. We wish them success in their money management program and hope that it will expand to better serve consumers in other parts of Saskatchewan. ●

Child Abuse (Continued from page 66)

Education

All parents and parents-to-be can benefit from family life education and a knowledge of child development. Parenting is not instinctive, and experts have learned a great deal about child rearing that needs to be communicated to parents. (Besharov, 1975)

There is much that can be done to provide parenting education in communities. Schools can offer courses in child development and provide, or at least encourage, contact between their adolescent students and young children. Premarital courses, pre- and post-natal contacts are opportunities for providing information about child development and rearing. Day care centres and nurseries can be sources of information. Many more community agencies could develop parenting programs for their communities.

Learning about child development and about how to meet the needs of their children in healthy ways not only provides useful knowledge for parents, but it increases their feelings of competency, and thus their sense of self-esteem and control over their lives.

Support

As noted previously, many abusing parents are mistrustful and socially isolated. Support systems that reach out to parents of young children and/or newcomers to communities offering nonjudgmental support before parents cut themselves off from the larger community could prevent much distress. Establishing neighborhood or special interest networks provides parents, isolated from their families of origin by distance or other reasons, with a sense of belonging and a sense of being cared about. These are vital ingredients in anyone's sense of well-being.

Relief

There was a time when most young parents raised their children near relatives and friends they had grown up with: persons who could be called upon to help. This is no longer the case for many families. The unprecedented mobility of Canadians today deprives many young families of traditional kinds of support systems. Some enlightened communities have recognized this problem and now provide crisis nurseries for distressed parents to use in times of need. These are centres where they may leave their children when pressures are building up to intolerable levels; here, the children are well cared for while the parent can take time out to replenish energy and look to his/her own needs for a short period.

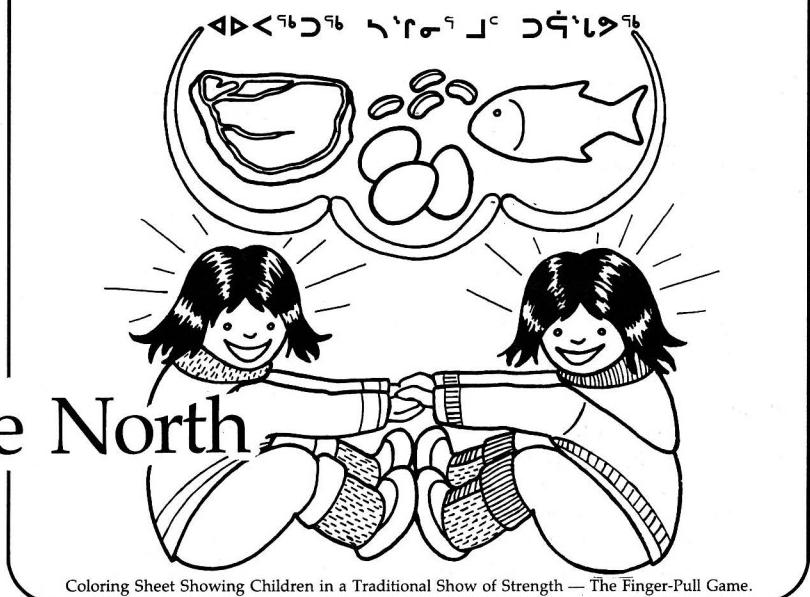
Providing such a service will require, in some communities, another fundamental change in attitude. It will require a strong belief in the idea that our nation's children are the concern of all of us, that child rearing is an awesome and sometimes difficult responsibility, and that, instead of condemning parents who are sometimes overcome by these difficulties, we should be finding and offering ways to help them fulfill their responsibilities. Only in this way will we be able to alleviate the problem of child abuse in our communities. ●

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Have Ideas, Will Travel: Nutrition in the North

Marjorie Schurman



Coloring Sheet Showing Children in a Traditional Show of Strength — The Finger-Pull Game.

Résumé

L'auteur décrit le caractère unique de sa position en tant que diététicienne des communautés indigènes isolées dans tout le Canada, et, plus particulièrement, les communautés Inuit avec qui elle est d'abord entrée en contact. Au moyen d'une description du système de codification des colorants alimentaires dans les magasins basée sur le Guide Alimentaire du Canada, et des communiqués mensuels rédigés individuellement, elle souligne la nécessité d'un travail au sein de la communauté; de reconnaître les besoins perçus et exprimés du groupe étudié et de s'appliquer à les satisfaire; de se documenter, créer et utiliser les matériaux et les messages culturellement appropriés susceptibles d'intéresser le groupe étudié; d'utiliser des messages positifs afin de promouvoir un intérêt pour les aliments sains et de multiplier les changements visant à l'amélioration des habitudes alimentaires existantes; enfin, d'une coopération entre les gens, dirigeants, organisations et professionnels, au niveau national, régional et communautaire, dans le but de pourvoir des messages fréquents et constants concernant l'alimentation de base de façon à aider les gens à atteindre leurs buts personnels dans le domaine de la santé.

Abstract

The author describes her unique position as Nutritionist for remote native communities across Canada with an emphasis on the Inuit communities first involved. Through a description of the color coding of foods in the store on the basis of Canada's Food Guide and of the set of individually tailored monthly newsletters, she stresses the necessity of in-community work; of recognizing and designing to meet the perceived and expressed needs of the target group; of learning about, designing and using culturally appropriate materials and messages to appeal to the target group; of using positive messages to promote awareness of nutritious foods and the incremental changes possible to improve existing food habits; and of cooperation among national, regional and community resource people, leaders, organizations and professionals to provide repeated, consistent messages about basic nutrition to help people to learn how better to reach their own personal goals in health.

The scope of the concept of *community*, I suppose, depends on one's perspective. My job and the experiences that I have had in the course of that job have provided me with a number of community perspectives: the individual Arctic settlements that I communicate with regularly and visit frequently; the whole of the Native community in Canada; and a glimpse

of us as a world community since we have here in Canada elements of a number of developing nations. But it is on the first two that I will concentrate.

A bit of background about my job will help to explain. As senior Nutritionist for the Hudson's Bay Company, I am responsible for implementing, maintaining and administering The Bay's Nutrition Upgrading Program across remote Native communities of Canada. (I am fortunate to have the able assistance of Kathleen Harrison since September, 1981.) The Bay's program started around the same time that an Inuit health workers' conference, held in 1977 in Baker Lake, NWT, had identified the need for more information about foods available in the stores and more cooperation with food suppliers. Because the major food retailer throughout the North is The

Bay's National Stores Department, we are a logical source for the information and the cooperation identified.

The main focus of the program is the color coding of foods in the store using the four Food Groups and colors of Canada's Food Guide. The plastic markers which fit into the shelf molding under the nutritious foods show a sun and the Food Group color (i.e. red for meat and meat substitutes, blue for milk and milk products, green for Fruits and Vegetables Group and orange for bannock, bread and cereals). The lack of language on the markers is intentional since not everyone reads English and there are approximately twenty different dialects within a number of different Native languages across Canada. Some languages such as Inuktitut have a written form and some such as Dogrib do not.

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To provide culturally or linguistically appropriate materials for all of the approximately 150 Bay food stores across Canada becomes an unwieldy improbability.

By using the language-free markers and locally tailor-made posters and signs, the markers and their significance can be suitably explained. A basic poster adapted from Canada's Food Guide, with the sun symbols and the four Food Group colors showing both traditional foods (such as fish and animal bones, berries and bannock) as well as southern foods (such as milk, juice and spaghetti) can be adapted to most, if not all, Native communities in Canada. "Cut and stick" animals and language are provided to stores to select and stick in place the ones which have traditionally been used by the community. A translation of the Food Groups and their functions (in local area dialect) is also provided as a cut and stick sheet which can be changed if necessary for the particular community. Thus, a seal and caribou plus Eastern Inuktitut—Baffin dialect are added to the poster for an Inuit community such as Pond Inlet on Baffin Island—one of the thirty Inuit communities over the last two years who have currently elected to have the program. A moose and beaver would be added to the poster for an Indian community such as Norway House in Northern Manitoba—one of fifteen Indian communities in Manitoba and the Northwest Territories who just started the program in the summer of 1981.

The program aims to provide basic consumer nutrition information on everyday food items which may not be familiar to or understood by some of our Native customers. Many Inuit still hunt, fish and practice many of the traditional food patterns such as drying meat and fish; but now because many are in paid employment or are too old to hunt or cannot afford the expensive equipment (dog teams are rare these days), the availability of land food may be limited. More and more, the people are shifting from a traditional diet supplemented by store foods to a purchased diet supplemented by land foods. People, therefore, need information about how to wisely mesh the two kinds of diets.

Thus, through the visibility and the availability of the colors of the shelf markers and the colors and graphics of

the now culturally appropriate poster, we are making basic nutrition information accessible.

Another component of the whole process is that of marketing and promotion. Fast food and soft drink companies have long (and successfully!) used repetition of catchy phrases and promises of a better life. While we can suggest that nutritious foods and a balanced diet will probably lead to better health, we cannot make blatant promises of living happily ever after. We also cannot criticize people about their choices since food is so integral to us and personal that one can feel very threatened if questions are raised about the wisdom of choices. In a cross-cultural milieu, one must be especially careful not to seem to criticize. All of the messages provided are positive ones suggesting small changes. For example, one main concept promoted to children is "if you want to grow up strong, here is one thing you can do—buy juice instead of pop", rather than a message of "candy gives you bad teeth." Instead of buying a can of pop choose a can of juice. Apple juice in a 10 oz. can competes well in size, price and sweetness with pop and therefore is an incidental change in a habit but a large improvement in increasing nutrient and decreasing sugar intakes. These positive messages about using the information provided by the shelf markers and posters in the store are communicated through a more extensive outreach part of The Bay's program. Thus, I am attempting to use some basic marketing techniques to promote sensible food choices.

One of my roles can be described as providing a focus through a monthly *News from Nukilik* newsletter and theme. (*Nukilik* is The Bay's Nutrition Character and was originally drawn by Alootook Ipellie. The name means "one-with-strong-muscles" and portrays an important value of Inuit life—a characteristic neither male nor female.) Many different groups, individuals or institutions in the Arctic communities that I first visited spoke of concern about how they could help the people who need to learn more about health in general and/or nutrition in specific. It was from these first visits that the *Newsletter* arose. By identifying a monthly theme to be displayed in English and Inuktitut in the store, throughout the community and on local radio, a repeated, consistent message can be promoted to all who are

ready to see, hear and learn. For example, "Red is for Strength" (for the Meat and Meat Substitutes Group) is printed on red 8½" × 11" sheets, one in English and the other a translation (which if not completely correct can be rewritten locally) and displayed by the recipient for all to see. Thus, The Bay, the waiting room of the nursing station, the community council office, the adult education classroom and a central location in the school would all have the background information of the newsletter and the theme. The local radio committee, always looking for broadcast material, receives a number of spots varying in length to explain more fully the information captured in the theme. Thus, there can be a coordinated nutrition message throughout a community with minimal effort by any one group or individual. Helping to coordinate the effort of providing consistent messages is the Northwest Territories Nutrition Liaison Committee made up of representatives from NWT Departments of Health and Education, Health and Welfare's Medical Services Branch, Native Women's Association of NWT and the Hudson's Bay Company.

Largely my job is that of a resource person. While I like nothing better than to visit a community (Eskimo Point, 900 miles North of Winnipeg) to offer the program to the settlement via their elected council; do a radio broadcast (with a translator); do workshops with women's groups (church and/or sewing); or to crawl around on a classroom floor with the four program colors and lots of pictures for young children to point at—my time is often best spent working through the media and other professionals and community people.

One example of the resource role that we have been able to provide was the organization and materials for a workshop last July in Toronto for Northwest Territories personnel, teachers, and community workers, jointly sponsored by the Ontario Milk Marketing Board and The Bay. They attended the CHEA International Development Workshop in London, the CHEA annual conference in Toronto and then our two-day workshop entitled, "Exploring Nutrition Education Materials for the North".

The resource kits by OMMB are excellent materials but often the pictures or graphics which are aimed at southern urban children are not meaningful

to northern populations. A number of the graphics were redrawn by our program assistant, Karen Dunsmore, to more closely depict the northern content or format of foods. Thus, the Coke bottle becomes a can of pop; the sausages become a caribou; the fresh fruits and vegetables are shown with canned fruit and vegetables; the bread rolls become bannock; the nutrition football game becomes a seal hunt; and children wear parkas, have dark hair and there are no trees in the background.

One of the needs expressed during the Baker Lake Conference was the necessity of more product and preparation information, especially when a new item is introduced in the store. Foods have often been chosen by the attractiveness or color of the package with little or no understanding of the contents (how can you tell what is in a jar of baby food from the picture on the label?) or the appropriate preparation (such as the need to heat a frozen TV dinner). Most people under the age of 9 and over the age of 35 cannot read and will likely need a translator to understand package labelling. We suggest to women's groups or to adult educators that trading of information be encouraged. Older women without English can instruct younger ones in traditional recipes, preparation or preservation techniques, while the younger, bilingual women can prepare package label translations on posters which can be displayed in public places. One of the best of the processes of adult education, where a person's life experience is recognized and valued, can be put into practice in this exercise.

Another way we can help people to cope with changing food habits is to provide recipes which use the best of both the old and new ways. The offering could be as simple as the addition of a can of vegetables to the caribou stew (which might only be caribou and water); or the addition of powdered milk to the flour for the bannock; or a chowder recipe using char and powdered milk; or how to make pizza (Corral Harbour's favorite) with caribou. The best resources for the Arctic are the Northwest Territories Home Management Educators (unfortunately, there are too few of these people) who work in the community with adults developing programs (on all aspects of family life) for presentation, often by local women. These include fire safety, furnace use and care, money and credit management (since most communities

will not have a bank) as well as "cooking and sewing". Another source of information for both Arctic and Subarctic is the *Northern Cookbook* by Ellis from which Kathleen and I have prepared some color-coded recipe sheets for Indian communities to be given to trappers when they have brought in furs to sell to The Bay.

For more information on the diet traditionally used by the Inuit and the Dene of the Northwest Territories, I would refer you to an excellent monograph by Schaefer and Steckle or to a recent article in *The Beaver* (Autumn 1981, 2-9). If you wish to read more about nutrition-related activities across the North above the treeline see the Winter 1982 issue of the ONE Newsletter.

One of the most exciting projects of resource development for me has been the conception, design and direction of a series of five public service spots for TV starring our own Nukilik and promoting awareness of the Food Groups. Those Arctic communities which do receive television receive only CBC North which is a selected transmission for the North having generous air time for general information messages.

This first Nukilik series aims to create an association amongst the shelf marker colors, the Food Groups and the function that these foods provide for the body. There are four 30-second spots each of which, mainly through line drawings, shows children displaying the particular benefit that a Food Group provides. For example, the Red Group spot starts with Red Nukilik and then rapidly proceeds through two or three shots of Meat Group foods including caribou and seal, a shot of a red shelf marker and then children in a traditional contest of strength — the finger pull game — then back to foods, the marker and a character showing a strong arm muscle, and closing with a Red Nukilik again. The audio is foot-tapping music played by Inuit musicians, so that the message is strictly associative or affective. The second series is designed around the basic themes and will have a voice-over message in Inuktitut. The basic shots are also modular enough that with minor changes in the visual and different voice or music over, the series could be adapted for Indian communities.

The focussing, coordinating and resource roles are necessarily interwoven with community people and community professionals such as nurses, store

managers, teachers, or resource people such as the national and regional nutritionists with Medical Services.

Because my position of Nutritionist is in private industry, I also act as a consultant to many of the food-related decisions within the Company. For example, the nutrition policy manual instructs managers to ensure the preferential shelf location of nutritious foods; the availability of snacks which are competitively sized and priced, color coded and advantageously displayed alongside the not-so-nutritious foods so that people will recognize and be reminded of the choices available to them. In another example, my predecessor, Carol Pass, was successful in having the flour marketed under The Bay label fortified with calcium to help offset the low-calcium intakes occasioned by the shift from the traditional way of chewing the soft ends of bones, which has all but disappeared, to the southern way of consuming milk and milk products, which has not yet been adopted sufficiently it seems, to cover the calcium needs of growing individuals within the population. We also expect through the framework of the Company to be able to monitor the changes over time in purchasing practices. To change food habits in a positive way is certainly a long-term project! We are still at the early stages of developing the awareness of the programs by communities and by individuals in those communities.

In many of these small Northern communities ranging in population from 250 at Lake Harbour to 1000 at Pangnirtung and a whalloping 2500 at Frobisher Bay, the Hudson's Bay Store is a central — social and functional — institution in the community. It is eminently appropriate, therefore, to provide a home economist, or in this case, a nutritionist to work with native communities and organizations and other professionals who share the task of helping people to learn how better to achieve their own personal goals of health through more informed food choices in light of their now changing ways. •

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Shared Childrearing

A Challenge for Home Economists

Marce Verzaro-Lawrence

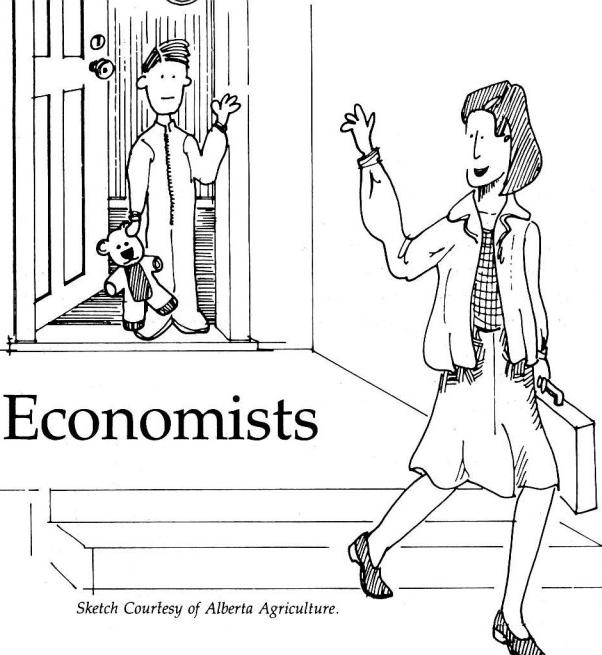
Résumé

De plus en plus en familles élèvent leurs jeunes enfants selon le processus d'éducation partagée, où deux personnes ou plus, ne faisant pas partie de la famille, enseignent ou facilitent à l'enfant la découverte de la réalité dans laquelle il évolue. Dans ce genre d'éducation, il est important qu'un jeune enfant bénéficie d'une certaine continuité entre son milieu familial et les situations extra-familiales. Les économistes familiaux peuvent faciliter ce mode d'éducation partagée en assistant les membres adultes de la famille, les autres personnes contribuant à l'éducation ainsi que les responsables des décisions concernant la conduite à adopter de nombreuses façons différentes.

A major change in family functioning during the last two decades has been the increased work participation rates of mothers with young children, ages 0-5. In Canada, the participation rate for women with only preschoolage children increased from 19% in 1967 to 29% in 1973 (Cook, 1976). By 1976, 37% of women with preschool children were in the work force. Hodgson (1979) noted that in Ontario, 260,000 preschool children had mothers in the work force in 1973.

In the United States, 4 out of 10 children under six years old had mothers in the labor force by 1978, as compared with fewer than 3 out of 10 in 1970 (Waldman, Grossman, Haughe & Johnson, 1979). Employment rates are even higher for single-parent families, a family form which is increasing (Hoffman, 1979). In short, maternal employment now is a modal pattern in Canada and the United States, and there is evidence that this will continue (Reid, 1977; U.S. Department of Commerce, 1979).

What has happened to the young children of these working mothers? Traditionally, families have made a variety of arrangements, with informal care-giving by another parent, relative or neighbor in a home setting being the predominant mode of care (Rhodes & Moore, 1975). However, use of more formal care-giving by non-relatives in center-based settings may be increasing. While only 30% of young children were enrolled in preschools in 1965, 50% were participating in 1978 (Dearman & Plesko, 1980). Further, a recent *Family Circle* survey of over 10,000 working mothers found that a day care center or preschool would be the preferred care-giving choice of 44.4% of the respondents, if such a program were available at reasonable cost (Whitbread, 1980). And the two family groups who make heaviest



Sketch Courtesy of Alberta Agriculture.

Abstract

More families are raising their young children through the process of shared childrearing, where two or more non-related persons teach or facilitate the child's discovery of the reality within which that child must function. In such a childrearing process, it is important that a young child experience continuity between home and non-home settings. Home economists can facilitate shared childrearing by assisting adult family members, non-relative care-givers, and policy decision-makers in a variety of ways.

use of formal care-giving — small families and single-parent families (Weiner, 1978) — are increasing in number (U.S. Bureau of Census, 1977; U.S. Department of Commerce, 1980).

These children are being raised by a system that Hodgson (1979) calls "shared childrearing," where two or more persons teach or facilitate the child's discovery of that reality in which the child must function. This concept refers to both the content of what is taught or discovered (e.g., values, cultural mores, factual information), as well as the process employed (e.g., method of discipline, use of reward and/or punishment, amount of verbal stimulation). In such a system, it is critical that the child experience continuity between home and program settings, since discontinuities imply incompatible behavior models, different content priorities and inconsistent adult regulation styles (Powell, 1978).

Home economists who are committed to strengthening families need to be concerned about the implications that shared childrearing has for family functioning. There are many ways in which home economists can assist all the actors involved in this system, including the families of young children, potential and actual care-givers, and the legislators and policy makers whose decisions affect shared childrearing.

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Assisting Families

There are four ways that home economists can help the families involved in this childrearing system. First, many parents are unsure about the effects that the mother's working will have on the child's optimal development. Parents need to know that the bulk of the research demonstrates that young children who spend portions of their day in non-parent care-giving function and develop as effectively as do children reared by their mothers (Hoffman, 1979; Belsky & Steinberg, 1978). Further, even infants can develop attachments to other adults, and these multiple attachments need not interfere with a primary attachment to the mother (Lamb, 1977). It is important that the family, especially the mother, be comfortable with the decision for a woman to work, and that the care-giving arrangements be of high quality.

Selecting such care-giving is the second area in which home economists have a role to play. Being comfortable with child care arrangements is positively related to the mother's work satisfaction, since she then can shift her attention to her job and its challenges and rewards (Harrell & Ridley, 1975). One initial step may be to help parents clarify their priorities for care-giving. Is proximity to home or work the most important consideration? How much can the family pay for a weekly fee? Do the parents prefer an emphasis on preacademic skills or on social interactions? After priorities are determined, parents need a systematic method by which to evaluate the care-giving settings they visit and observe. The use of a checklist or guide which identifies items that are present or absent is a recommended procedure, since they provide a way in which observations and interview data can be organized to gain a total impression of a program. Several useful guides already are available (e.g., Bradbard & Endsley, 1978; U.S. Department of Health and Human Services, 1980; Lake, 1980), and could be shared with parents. It should be noted that professionals have played a surprisingly limited role in helping parents become informed child care consumers (Fein, 1980). Our help in sorting options and in providing child care guides may be an important step in reversing this trend.

Once care-giving decisions have been made, home economists can offer a third type of assistance to parents as they monitor their child's life in care-giving. Suggesting questions to be asked of care-givers, encouraging the continued sharing of parent-child interactions at home, and noting the value of attending parent meetings — these are contributions the home economist can make. Also, mothers may need assistance in handling their mixed feelings about their child's care-giver. Lightfoot (1978) suggested that it is natural for mothers to resent the intrusion of another nurturing person in her child's life. While childrearing is highly valued by our society, its exchange value and economic rewards are limited; sharing such minimal returns is difficult. Further, the care-giver becomes the first non-related outsider to publicly evaluate and scrutinize the results of mother's childrearing efforts. Mothers will need reassurance that such conflicting feelings toward care-givers are normal, and that an admission of them is the first step toward coping with the feelings.

A fourth area of assistance to families is the sharing of principles and techniques for efficient use of time. When a mother enters the work force, the household responsibilities remain constant: meals must be prepared, washing must be done, houses must be cleaned. Families must find new and

creative ways to accomplish these tasks, with time remaining for the interaction of family members, especially the sharing of precious time with preschoolers. Through our professional history, we have developed a repertoire of home management information which must be packaged and delivered in such a way that it is relevant to and usable by families with a working mother. This will pose a challenge to us.

Assisting Care-givers

Home economists have much to offer the care-givers of young children. For persons who are considering care-giving as a profession, we can share with them the licensing or certification regulations in our provinces and states. We can help them determine if their home or centre and their proposed programs will meet these standards. Information can be given on the purchasing of equipment and supplies, on various curricula and activities options, and on food purchasing and menu planning. We can link potential care-givers with persons now providing care, who can serve as excellent resources for answering *nitty-gritty* questions. Such assistance especially is important in designing family day care homes, a care-giving option which may be most appropriate for rural areas, and for families with infants (Emlen, 1973).

It is also important that home economists interact with active care-givers. The few existing evaluative studies (Sheehan & Abbot, 1979) found that many care-giving options can be characterized as "custodial" or "poor". While the status of care-giving in Canada and the U.S. may be less than optimal, it also is true that the demands on care-givers have increased in the last two decades. They are expected to work closely with parents in social service, consulting and educational roles, in addition to providing quality educational experiences for young children (Zimiles, 1978). Home economists can offer several types of assistance. To improve daily programming, we can advise on menu planning, food preparation and buying for large numbers of young children. We can translate our knowledge of clothing construction into assistance in the making of teacher-made materials, such as dolls, feelie-boards, and housekeeping corners. Housing information on interior design and use of space, color and light can be adapted to care-giving facilities. Child development information can be used to suggest new program activities and options, and to evaluate equipment and supply purchases. Knowledge of community resources can be shared as the home economist links up care-givers to local, state and provincial human services programs, as well as early childhood training institutions and professionals.

Beyond assisting with daily program functioning, home economists can help care-givers find creative alternatives for parent and care-giver communication. Most interaction between these two parties occurs at the *transition points* in the day (i.e., leaving and picking up the children), periods during which meaningful sharing is prohibited by the demands and presence of children and other adults (Powell, 1978). Other routes for sharing should be developed, such as a *mini-message* format, where each family gets a short progress report every two weeks, with emphasis on positive accomplishments and developments. A format for a monthly newsletter could be utilized. Techniques for handling parent and care-giver conferences could be reviewed. And content and style of presentations for parent education meetings should be discussed. The wealth of home economists' knowledge and experiences would be invaluable here.

It is important that care-givers understand that parents' goals for care-giving may be different from those of care-givers. The goals may differ by ethnic or racial groups or by social class (Joffe, 1977). While meeting diverse goals may be impossible, care-givers need to be sensitive to each family's desires and take them into account in communicating with parents.

Care-giving poses large amounts of stress upon its professionals. Helping staff to combat burn-out would be an invaluable contribution. Home economists could lead staff discussion groups where frustrations are aired and solutions proposed. Family day care mothers could be brought together at a night meeting to share experiences. Even helping burned-out staff to find other work experiences might be necessary. Dealing with burn-out especially is important to insure the quality and continuity of care so important with young children, especially infants and toddlers (*National Day Care Study*, 1977).

An important type of aid to current care-givers is the sharing of information about recent public policy changes and research data which will have implications for program functioning. Modification of licensing or registration regulations, institution of new forms of aid for child care programs, and the discovery of effective education techniques are all valuable knowledge for care-givers to have.

Assisting Decision-Makers

If home economists adopt Bronfenbrenner's (1979) ecological perspective that the actions of the interlocking systems within which a family exists have impacts upon that family's functioning, then we will have to consider those actors whose decisions will modify the flow of the shared childrearing process. For example, home economists need to communicate within the industrial sector about ways in which they can facilitate the child care process (Verzaro-Lawrence, LeBlanc & Hennon, 1982). If businesses and labor unions choose not to directly sponsor child care programs, they can support policies which enhance care-giving, such as providing subsidies for child care, offering assistance in making child care arrangements, implementing flex-time, and giving cash or in-kind services to local care-givers. Home economists employed by a business or union are in important positions to convince their employers that such steps could have the benefits of decreased employee absences and increased worker morale.

It is critical that home economists take the initiative in establishing working relationships with their local, provincial, state, and national legislators who vote on funding for child care programs and policies for care-giving. While establishing a national policy for children and families may be a desirable and appropriate long-term goal, daily decisions are being made which must be impacted upon today. First, each of us must establish what the guiding principles for policies will be, and what specific goals and priorities should be set. Then an update on current legislature and policy proposal is needed. It would be helpful to join with other similarly committed persons, to form an interest group. Smith (1979) has suggested that such persons can best influence the legislative process by remembering that the lawmakers are diverse in their roles and needs, and approaches to them should be individually tailored. Further, interest groups are more effective when they initiate contact and sustain it frequently, hence reducing stereotypes and providing for realistic interaction.

It is possible that many legislators, particularly at the state, provincial or local level, consider child and family policy to be outside the realm of government, but they are concerned about the negative impact which all policies might have on families (Zimmerman, Mattessich & Leck, 1979). Therefore, home economists should consider using family impact analysis in devising the content of their interactions with legislators. This tool provides an analysis of anticipated outcomes and effects of public policies on families' functioning (Zimmerman, 1979).

Conclusions

Certainly changes in families will continue during this decade. The concepts of families in disintegration versus families in transition will be debated. But as that discussion continues, more families will be involved in shared child-rearing, a system with implications for the healthy development of both young children and their families. It is inevitable that some dissonance will be experienced by preschoolers in care-giving, and as Lightfoot (1978) has suggested, this may help produce children who are more malleable and responsive to a changing world. But the discontinuities become dysfunctional when the goals and methods of the *actors* in the system are so incongruent that the child receives conflicting and unresolvable messages about what is expected of him or her.

Home economists have available to them multiple roles for facilitating the shared childrearing system. Enacting these roles will require commitment, personal energy, and creative new uses of our knowledge and techniques. But only through such vital efforts can home economics be a strong force for families with young children. •

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(Continued on page 81)



Another Shade of Day Care

A home economist shares her experiences with a "before" and "after" school day care program

Wilma Hayes Cochrane

When the migration from expensive housing began in the mid 1970s, it led many people to towns just like ours—towns offering land at yet affordable prices but that were within commuting distance of large city job markets. The population growth rate in our community, Airdrie¹, Alberta, for 1980 was 52%. The number of people now living here rose from 3,879 in June 1979 to 5,897 in June 1980. In early 1981, the population was estimated to be 8,000 and it is anticipated that it will reach 20,300 by 1989. According to the 1980 census, 14.7% of the population was under 5 years old and 18.8% was between 5 and 14 years of age. This made a total of 33.5% under 14 years of age. Of the total population, 79.5% had been here less than two years.

Community Resources Taxed

Traditional facilities of a recreational nature have not kept pace. Scout, Guide, other youth groups, sports and athletic groups are as full as leadership can accept. The town's Parks and Recreation Department has to date put most of its energies into park and facility development and all town departments are expanding at enormous rates.

Identifying the Potential Problem

A recent study by Hackler and Gould (1980) points out that incidents of violent crime are higher (per 100,000 population) in smaller Alberta centres than in larger Alberta centres. It goes on to suggest that while solutions to violent crime are complex, it is also the "socialization process, the internalized values and expectations, not the police that keeps most people from committing crimes" (Toby in Hackler & Gould, 1980, p.3).

Indeed, Airdrie has the usual juvenile delinquency statistics, but since only 5.1% of the population is 15-19 years

Wilma Hayes Cochrane was instrumental in establishing and was the first co-ordinator of the Airdrie Boys' and Girls' Club Latchkey after school day care project. She is also the Executive Secretary for the Alberta Home Economics Association. She holds a B.Sc.H.Ec. from the University of Saskatchewan and participates in constant continuing education in art, crafts and leadership development. An earlier version of this article appeared in the *AHEA Newsletter*, 1981, 14(2), 11-14.



¹ The town of Airdrie lies approximately 12 miles north of Calgary.

old and 33.5% (1979-80 figures) have yet to reach this age, the crunch is yet to come. It has been obvious to many, therefore, that the potential for problems is rapidly outstripping our most valiant efforts to cope.

The Boys' and Girls' Club of Airdrie has outlined this socialization process as its main goal and its programs are designed to provide children who have a great deal of free unsupervised time with constructive activities, and by working in groups, develop skills in social relationships, community awareness and leisure planning.

Latchkey

Latchkey was the name given to a before and after school day care program developed as an arm of the Boys' and Girls' Club of Airdrie in response to the situation described. The concept was precipitated by observations made in an after school craft program that I was leading for the Parks and Recreation Department. Identified were several children, all under 12 years of age, who had nowhere else to go after school except to an empty home or to a babysitter's house.

After the fashion of "putting my money where my mouth is", I accepted the position offered by the Club to co-ordinate a Latchkey Program. Initial responsibilities were to outline the program, establish hours, fees and policies, and to present a proposal to the Club's Board of Directors for approval and implementation.

Objectives of the Program

The objectives adopted were to:

- provide responsible child care for daily periods when, due to employment demands, there is no parental supervision in the child's home.
- provide a friendly atmosphere where a child can feel comfortable, and respected as an individual.
- provide a child with adult models who will give responsible guidance and care.
- provide structured programs in physical, creative and recreational activities that will be both fun and educational.
- encourage the development of social and interpersonal and coping skills.
- encourage leadership development among high school students and others by providing assistant and leadership roles for them in the program.

provide the best service possible in the way of family support in accordance with the laws of the province and the available financial resources.

Conceptual support for the program was gained from parents, town officials, clergy, school principals, and day care operators who had been accepting these 6 to 12 year old children but who preferred to care for younger children.

Methods of achieving the stated objectives, staff requirements and program expectations were outlined, staff hired and *Latchkey* began at the end of March 1980 in conjunction with the Boys' and Girls' Club Spring Break Program. Six children were initially registered. Two child care workers and I maintained the program with the assistance of two work experience students until the end of June 1980.

The program begins at 645 h and operates until school begins, and again from 1515 h until 1800 h. All day programs are planned for non-teaching days and school break times.

Living from Crisis to Crisis

By September, with eleven children registered, we faced the crisis of whether or not we would survive. Working with a group of energetic school-aged children, some of them presenting "challenging behavior" took a tremendous toll emotionally. Emotional energy became one of the primary considerations in hiring staff.

Staff, itself, was another crisis. It is difficult to find educated and enthusiastic people who are willing to work the hours we require for the wages we are able to pay. The net result is a high turnover. *Latchkey* saw six new faces in the first few months. The number of people experienced and/or educated in this type of work who have no skills or understanding of programming is astonishing. Staff training has therefore, been a continuing necessity.

Finding housing provided a serious crisis. It became obvious early on, that many organizations having facilities were reluctant to subject them to what they perceived as abuse by an active group of children. We soon realized that many people tend to equate active, noisy and busy children with uncontrolled, badly programmed and unorganized leadership. School use was not possible after 3:30 p.m. because of the school's own demands on facilities. Other facilities were too costly. Space was eventually located in the upper lobby of the arena where the program is currently being held.

Basis for Latchkey

Original concepts on which *Latchkey* was developed included the following philosophy:

- Children may be spending as little as 3½ hours in the company of their parents each day. Therefore, other adults that can help provide the child with the very necessary direction, will become doubly important in the child's own growth and development.
- During times when away from parents and caring teachers or "babysitters", peer pressure takes the place of adult emulation. A child spending free time in the company of his peers will be receiving support in a social atmosphere but his activities are likely to be unstructured and chosen in a random way. Activities are not chosen with any positive forethought but usually at the suggestion of the leader or by pressure of the group. Activities are not always safe, constructive and while high in imagination do not allow for individual achievement in all participants. Aggressive behavior is usually the arbitrator in disputes.
- Adult-only environments on the other hand, may vary widely. The environment may consist of group family activities high in imagination, well structured, well arbitrated and fun, or they may largely ignore the child, leaving him to his own devices, alone or in the company of brothers, sisters or the television set.
- *Latchkey* was therefore designed to draw the best from both environment alternatives — social activity that is fun, with a group of friends in the

company of a caring adult. While not supplanting the close family network, it was hoped that the program would provide a sense of unity among children, their friends and the adult leaders — especially for those children who do not enjoy such a close family life. For those who do have close family ties, we hoped that *Latchkey* would serve to reinforce its closeness.

This all may have been naive because we slowly came to the realization that our clients and their children belonged to two quite distinct groups. Initially, we perceived parents as being dedicated and concerned about the activities that their children were involved in after school and indeed, the Program was developed to this end. These were the parents therefore, that began expressing alarm about the influences that other children in *Latchkey* were having on their children.

The children in question were seen by our staff as having particular problems that we were not trained or experienced enough to deal with satisfactorily. It should be emphasized that these children were not so difficult that they could not cope with the school and other systems in which they were involved.

It was decided that a child care specialist with some expertise in behavior modification techniques and child psychology be engaged. Review of the literature made clear that children lacking socialization skills such as these kids exhibit, have a greater chance of becoming involved in delinquent activity, later. This is, of course the precise problem that the Club has identified as the major goal with which it is attempting to deal.

Having overcome the major problems we are now dealing with everyday problems like having transportation arrangements that consistently fail, programming skills that still need more work, fees that are consistently late, and deciding who will delay cashing their cheque so that the bank account will not be overdrawn.

Latchkey was designed to be non-profit and to this point it certainly has been that! Fees charged to parents (24 children are now registered) have paid program and housing costs for the most part, but the burden of salaries has largely been met through emergency funding provided by the town.

The Mythical Land of "If"

We constantly speak in hushed "ifs" around *Latchkey*.

"If" we receive our interim funding we can improve some of our sports and craft resources.

"If" our funding proposal for next year is approved, the staff could receive a raise — perhaps even start a second *Latchkey* Project; the need will soon be there.

"If" the Club is ever able to obtain permanent program space — . . . , well the possibilities are endless!

Every once in a while, one has the opportunity to act out one's moral obligation, and as long as one can occasionally feel that the job is good enough that you can admit "I get paid for it too!", the crisis-style existence develops some perspective. This is certainly not one of those jobs that I would ever recommend to someone seeking career information — but I would gladly carry on at great lengths, to anyone expressing an interest in community development and the "rights and duties of being a citizen". ●

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Making Consumer Education Relevant

Rosemary Polegata

The most demanding responsibility for consumer educators is to provide information which is relevant to the user. As consumers see the relevance of information to their own lives, they are more willing and ready to absorb it. It can also be said that the information should be comprehensive, responsible, and future-oriented, but these qualities can be subsumed in relevance.

There are many ways in which relevance in consumer education can be achieved. One method is to use a product category which is of interest to the audience as an instruction vehicle. The underlying assumptions are: 1) the consumer profile of the audience is homogeneous, and 2) the educator is aware of the consumer characteristics of the audience and the products and services which they typically purchase. The purpose of this paper is to present an example of this method using consumer education via clothing topics as one way to make consumer education relevant to adolescents. An overview of the characteristics of the adolescent as a consumer and the consumer education needs of the adolescent are provided. An outline of a guide for consumer education via clothing topics, including teaching and learning strategies is presented. The example is meant to be illustrative, rather than definitive, and is presented as a catalyst for consumer educators to examine how they can increase the relevance of their instruction.

The Adolescent Consumer

Who are these adolescents in the marketplace? What do we know about them?

Four major forces have played a role in shaping the consumer behavior of this generation of adolescents. These forces are: 1) the experience of growing up in a period of almost unbroken

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Abstract

A method to increase the relevancy of consumer education is proposed. This method is based on the premise that once the consumer characteristics of a particular audience are known, a product or service that is perceived to be important to that audience can be used as an instruction vehicle. A more creative use of a variety of teaching and learning strategies can further enhance the education process. The proposed approach can be adapted to *any* group of consumers in *any* milieu. An example of consumer education for adolescents via clothing topics is presented as an illustration of this method.

Résumé

On propose une méthode pour accroître la pertinence de l'éducation du consommateur. Cette méthode se base sur le fait qu'une fois qu'on connaît les caractéristiques du consommateur dans un groupe déterminé, on peut utiliser les produits ou les services qui semblent importants à ce groupe comme moyen d'instruction. On peut élargir le processus d'éducation par un usage plus créatif d'une variété de stratégies d'enseignement et d'étude. L'approche proposée peut s'adapter à *n'importe quel* groupe dans *n'importe quel* milieu. Pour illustrer cette méthode, on présente un exemple de l'éducation du consommateur appliquée aux adolescents, au moyen de discussions se rapportant au vêtement.

prosperity, 2) permissive techniques of child-rearing, 3) a high level of education, and 4) heavy exposure to the mass media (Herrmann, 1970).

An adolescent has three important roles in the marketplace: 1) as a consumer, 2) as an influence on the purchase decisions of the family and other consumers, and 3) as a future adult consumer (Cateora, 1963).

Stampfl (1978) outlined the characteristics of the adolescent consumer (as one of the 13 stages of the consumer life cycle) and the products and services which the adolescent typically purchases (Table 1-A). The adolescent consumer segment accounts for millions of dollars in expenditures annually. Adolescents exercise a great deal of independent judgement in spending what is typically a 100% discretionary income. They are not savings-oriented and tend to be impulsive buyers (*US News and World Report*, 1976).

The role of adolescents as consumers who influence family purchase decisions implies that the amount they spend is not indicative of the amount they influence in expenditures. There is much evidence supporting the idea that teenagers are the pace-setters for a family's non-basic purchases (Briggs, 1978). Additionally, adolescent consumers influence ultimate product trends (Schiele, 1974).

Adolescents are not prepared for many of the consumer-citizen decisions demanded from their newly acquired independence. The adolescent needs knowledge and skills to make practical, competent decisions, not only in the consumption of goods and services, but as responsible citizens (Briggs, 1978).

Product Category: Clothing

Clothing is of special interest to adolescents. This interest has been well documented by many researchers who have examined the clothing behavior of adolescents (Gurel, Wilbur & Gurel, 1972; Kuehne & Creekmore, 1971; Roach, 1969).

Table 1
Consumer Elements of Adolescent Life Cycle Stage
(Stampfl, 1978, p. 214-5)

CONSUMER ELEMENT
A. Consumer Characteristics
Basic needs provided by parents
Luxuries increasingly provided through part-time work
Tastes and preferences evolving
Susceptible to peer pressure to conform
Limited product knowledge
Limited understanding of marketplace
Marketplace not solely limited to that of parents
Typical Products and Services
Records
Bicycles
Some personal care products
Toys
Clothes
Sporting goods
B. Marketplace Concepts and Knowledge
Money management
Consumer information
Price/equality relationship
Economic competition
Rationality
Saving
Earning
Product assortment
Comparison shopping
Brands
Labels
Store types
Impulse buying
Consumer rights
Marketplace Skills
Simple consumer information gathering
Simple price/quality analysis
Simple comparison shopping
Currency system mastered
Simple decision making process
Weights and measures conversion
Safe usage of products
Typical Marketplace Problems
Identifying significant product differences
Weak understanding of value of money
Weak understanding of own tastes and preferences
Shoplifting temptations
Illicit markets (drugs, etc.)
Level of Resources (time, income, human energy)
Some product experience
Some discretionary income (allowance, gifts, part-time jobs)
Consumption time nearly unlimited
Shopping energy at high level

In general, clothing purchases have become very complex from the behavioral, technological, marketing, and retailing points of view. Furthermore, these areas have become increasingly interdependent. Adolescents must acquire, use, and dispose of clothing in this complex environment. "Many teenagers have total or partial responsibility for the selection and maintenance of their wardrobes. Many of them earn a large portion of the money they spend for clothing and welcome opportunities to learn how to plan and make purchases that give lasting satisfaction" (Mead, 1979, p. 188). Consequently, clothing lends itself as an intriguing medium for illustrating

Table 2
Consumer Education for Adolescents via Clothing Topics: An Outline

PURPOSE: to teach consumer education to adolescents via clothing topics
OBJECTIVES: (1) to instill in adolescents their importance as consumers of today and of the future in our changing society
(2) to acquaint adolescents with the aspects of consumer behavior relevant to their life cycle stage
(3) to guide adolescents in solving their own consumer problems through the use of available resources
CONCEPTS: decision making, financial planning, social and psychological aspects of buying, legislation, changing economy
I. Current Clothing Problems in a Changing Economy
A. General problems
B. Why consumers have clothing problems
II. Financial Planning for Clothing Expenditures
A. Financial institutions
(i) Differences among banks, credit unions, and trust companies
(ii) Differences among chequing accounts, savings accounts, and chequing/savings accounts
(iii) Methods of computing interest (daily and monthly)
B. Wardrobe planning (knowing what you want)
(i) Purchase vs. home construction vs. recycling vs. sharing
(ii) Organizing purchasing information
(iii) Where to shop
(iv) Price as measure of value
C. Developing a financial plan that works
(i) Long-term and short-term goals for saving
(ii) Savings plan suitable for reaching long-term and short-term goals
III. Decision Making in the Clothing Consumption Process
A. Clothing preferences
(i) Consumer needs, wants, and preferences
(ii) Factors influencing choice
(iii) Brand loyalty
B. Evaluating clothing consumption decisions
(i) Satisfaction/dissatisfaction
(ii) Consequences and responsibilities of decisions
IV. Legislation and Regulation
A. Major elements of a buyer-seller contract
B. Ways to avoid problems with a contract
C. Consumer Labelling Act
D. Textile Labelling Act
E. Care Labelling
F. Advertising
V. Clothing in a Changing Economy
A. How prices are determined
B. The effects of changes in the clothing market
C. Natural resources
(i) What happens when natural resources are abused
(ii) Responsibilities to society
D. Research and development

the concepts and skills needed for an adolescent to function effectively in the marketplace.

Consumer Education Needs of The Adolescent Consumer

What kinds of skills and knowledge do adolescents need? What resources do adolescent consumers have? What are their potential problems in the marketplace?

As stated by Stampfl (1978), "products and services typically purchased imply the need for certain knowledge, skills and resources or indicate potential marketplace problems. . . Marketplace concepts and knowledge are those cognitions required by [the adolescent] . . . to function efficiently in the marketplace" (p. 216). Concepts and skills of relevance to the adolescent consumer are listed in Table 1-B.

Consumer Education for Adolescents via Clothing Topics: An Outline

Given the profile of the adolescent consumer and their orientation towards clothing, an outline of consumer education for adolescents via clothing topics is presented (Table 2). The

approach is designed to teach both boys and girls in the same setting. The most appropriate teaching and learning strategies for each section will depend on the availability of resources and the creativity of the educator and students.

Teaching and Learning Strategies.

There are many teaching and learning strategies that can be employed in consumer education. Several are listed below.

1) Inquiry (asking questions). This method encourages analysis and evaluations. Examples: How important are the brand names on your jeans?

2) Contemporary issues related to clothing. Example: Clothing and your environment.

3) Individualized projects. Example: What can the student find out about care labels, retail outlets, etc.?

4) Field trips. (Appropriate only for certain topics and may be limited by geographic location.) Examples: Fabric department in a department store, manufacturer.

5) Guest speakers. A good alternative when you cannot bring the students to the field.

6) Interviews. Students can interview local people employed in fields related to clothing.

7) Role playing. Example: Sales clerk and customer.

8) Analysis of films, television productions, novels, advertisements. This strategy usually requires a set of predetermined questions which may be formulated by the students.

9) Case Studies. This method involves the use of scenarios of real decision-making situations.

These teaching and learning strategies can be combined and tailored to a particular audience and topic. However, there seems to be a very heavy reliance on Methods 1, 2, and 3, and an occasional use of Methods 4, 5, 6, 7, and 8, and virtually no use of Method 9. Case studies may be underutilized because of the difficulty of finding case studies which are appropriate for a particular teaching and learning situation. However, the effort required to write them is rewarded by the dynamism which is brought to the education process. A short example is shown in Table 3.

Summary

Once the consumer characteristics of a particular audience are known, a product or service that is perceived to be important to that audience can be used as an instruction vehicle. Thus, the relevance of consumer education can become more apparent to individual consumers in the audience. A more creative use of a variety of teaching and learning strategies can further enhance the education process. The proposed approach can be adapted to any group of consumers in any milieu. The example of consumer education for adolescents via clothing topics was presented as an illustration of this method. •

Shared Childrearing

(Continued from page 76)

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Table 3
Consumer Education for Adolescents via Clothing Topics: A Case Study

Sandy, a grade 8 student, began a paper route for the summer and earns \$70.00 per month. This money can be spent as Sandy wishes. Clothing items Sandy would like to have include:

a pair of blue jeans	\$23.00
the latest crest for skateboard participants	1.00
a T-shirt with the name of his favorite band on it	8.00
a pair of running shoes	30.00
a watchband like Sandy's best friend has	5.00

In addition, Sandy would like to see a movie once a week with some friends, go to McDonald's every second week, and enter the skateboard competition on June 29th.

Sandy wants to participate in all of the social activities planned for the month of June. These activities will cost \$19.50. Sandy would also like to save \$5.00 a month towards buying a school jacket next fall.

Financial Planning

1. Which clothing items should Sandy buy first? Why?
2. If Sandy has money left over at the end of June, should Sandy put it in a bank, a credit union, a trust company, or in a piggy bank?
3. Should Sandy open a chequing account, savings account, or chequing/savings account?
4. Should the interest be calculated daily or monthly?
5. Is it a good idea for Sandy to save some money? Why?

Purchase and Care of Clothing: The Jeans

1. Before Sandy buys the jeans, what information should be gathered before Sandy goes to the store?
2. What contributes to the cost of blue jeans?
3. Besides the brand name, what other information will Sandy find on the label? (provide a label)
4. Because Sandy's mother works, Sandy sometimes has to do his own laundry. How will Sandy know how to wash the blue jeans? (provide a care label)

Legislation

- When Sandy washed the jeans for the first time (according to the directions), the jeans no longer looked like Sandy's friends' jeans. The outside and inside leg seams were twisted around to the front and the back.
1. What happened to the jeans during the washing process?
 2. What should Sandy do?
 3. If Sandy wants to get in touch with the manufacturer who made the jeans, how would Sandy find out who to contact? What would Sandy say in a letter of complaint?

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Problems Solved Here!

Life in a Textile Testing Laboratory

Margaret I. Morton



Barbara Doupé, graduate student, working on the development of a testing apparatus to measure the protection afforded uniform fabrics for utility linesmen exposed to flashovers. This project is funded by the Canadian Electrical Association.

It's almost 8:30 a.m. on Monday morning. Students, faculty and support staff are arriving for another day of classes or work at the University of Manitoba. Among these is a young woman eager to tackle the challenges of her job in the Clothing and Textiles Department. Almost before she can open the door and get her coat off, the phone starts to ring — not just one call, but suddenly calls on all incoming lines. Line 1 is a dejected apparel manufacturer — down-filled coats are being returned almost faster than they are being sold. They reportedly have acquired oily stains before they reached the sales rack. Line 2 is another apparel manufacturer who is sending samples of next season's polyurethane-coated fabrics for serviceability testing. When are the results needed? Immediately — otherwise the fabrics may not be received in time to keep production on schedule. Line 3 is a call from an irate consumer who claims that her Paris-designed suit has been ruined by a dry cleaner. Meanwhile a courier delivers 20 carpet samples to certify as suitable for use in Canada Mortgage and Housing Corporation developments.

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Abstract

The development and current scope of the Textile Testing Service of the Clothing and Textiles Department at the University of Manitoba are described. Examples of problems solved are cited to illustrate how the Service operates.

Résumé

On décrit ici le développement et la portée actuelle du Service de Contrôle Textile de la Faculté des Vêtements et Textiles de l'Université du Manitoba. Des exemples de problèmes résolus y sont cités pour illustrer comment fonctionne le Service.

The phone stops ringing and our young woman begins to organize the week's activities. On hand are fabric samples received from a local manufacturer that have to be analyzed for compliance with the Textile Labelling Act and some men's pyjamas that have fallen apart during cleaning after limited service in a hospital. Scheduled as a part of the week's work are 15 ladies skirts that will be delivered from the Federal Department of Consumer and Corporate Affairs as a part of their compliance program. The work is nearly organized when a call comes in from a municipal engineer who would like to know if the laboratory could help in the selection of a geotextile that will be used as a drainage liner in a sewage lagoon.

And on it goes — some inquiries are easy to answer, others are mysteries to be solved. There is the Crown Counsel who wants some flammability studies done in connection with a suspected

murder case, the homeowner unhappy with new carpeting, a power corporation needing to know what kind of uniform fabric will protect linesmen from the hazards of a high voltage electrical flashover. More often than not a satisfactory answer can be supplied.

To many, especially to some of the clientele, it seems strange that the people who deliver the answers are in a Faculty of Human Ecology — not Science or Engineering. To others, it is strange that a commercial testing service is offered from the "ivory towers" of a university.

Development of the Testing Service

The involvement of the Clothing and Textiles Department in commercial testing has grown slowly. Its roots can be traced to the foresight of early faculty members who determined that the program offered in home economics would include clothing and textiles as a specialized area of study. Further, they

agreed that by one means or another the special equipment and facilities needed for the scientific study of textiles would be acquired.

The first hint of the role the department was to play came in 1942-44 when funds were made available by the Research Board of the University to purchase not only equipment for strength and colorfastness testing but also heaters and humidifiers that enabled testing to be carried out in the standard testing atmosphere. While commercial testing was not undertaken at that time, the service-minded faculty did use the facilities to aid the War-Time Prices and Trade Board in its consumer endeavours.

The facilities for textile testing were upgraded during the '50s after the Faculty had moved to a new location. Replacement of obsolete equipment and installation of a small automatically controlled conditioning room made the testing process simpler. At that time, faculty members began to provide some technical advice on fabric purchase on a fee-for-service basis. The clients were mainly public service organizations such as police, fire and transport departments whose need for information was not urgent.

Requests for technical assistance came with increasing regularity from local apparel manufacturers who were attempting to cope with government textile labelling requirements and to develop new product lines using unfamiliar materials. As the only commercial testing facilities to which the manufacturers had ready access were located many miles away in Toronto or Montreal, the results were not available to meet production deadlines. Thus the needs of industry went largely unmet.

The turning point for the Department came in the late '60s when an upsurge in student enrollment led to the allotment of space in a new building and additional funding for staff and equipment. No doubt the appeals of industry for technical advice contributed to the administration's decision to provide generous funding. Thus in the early '70s, a more diversified testing service was possible, but only after the Department's teaching and research needs were satisfied. The long turn-around time for Textile Service projects remained a deterrent to many manufacturers.

However, as monies were generated from testing fees, graduates were hired

as technical assistants. Eventually circumstances allowed the segregation of the commercial testing from the teaching and research functions and the employment of personnel whose primary function is to work with commercial clients.



Judy Teerhuis, Textile Testing Service Supervisor, checking the progress of a quantitative separation of down and feather in a Lorch Tester for the Federal Department of Consumer and Corporate Affairs.

Range of Services Provided

The Testing Service provides an impartial, independent facility for analysis of textile products on a fee-for-service basis. We are able to carry out the majority of textile test procedures described in the Canadian National Standard, *Method of Test for Textiles*, CAN2-4.2-M77, and all of the procedures required to affirm compliance with Canadian textile legislation. Recent clients include manufacturers of textiles, apparel, paper, plastics, packaging, furniture, sporting goods, medical, and automotive products as well as importers, wholesalers, retailers, government departments, police, dry cleaners, hospitals, other universities and research institutions, and individual consumers. The current breakdown of users is 63% apparel manufacturers, 20% government and public organizations, 9% miscellaneous apparel interests (e.g. retailers, importers, dry cleaners, individual consumers) and 8% non-apparel textile interests (e.g. building contractors, geotextile manufacturers).

The wide range of problems that we solved is well illustrated by the scenario presented at the beginning of the article. Basically the work can be divided into four categories. These are: assessing suitability for a given purpose, development of standards, checking goods against specifications, and technical evidence to mediate complaints.

An example in each of these areas is provided to give insight into how the problems are solved.

Assessing Suitability

"Will this product be suitable?" or "What characteristics are needed in a textile for my product?" are the questions most commonly asked. The approach used to find an answer depends upon what kind of background information is available. If a published standard exists, its suitability for the user's purpose is assessed. If a standard is not available, sometimes the question of suitability can be answered by comparison with a similar product that has been satisfactory in terms of a low level of both customer complaints and returns. If no suitable standard or comparison product is available, a testing program is developed with the client.

As an illustration of the basic process, consider the role played in helping an apparel manufacturer to select a polyurethane-coated fabric for a new line of adult outerwear. The first stage involved making decisions about what properties would be essential in the end product and some educated guesses about what fabric characteristics might be sensitive during the manufacturing process and consumer use. Due consideration led to a decision to examine the following:

- abrasion resistance in terms of maintenance of appearance during a reasonable service life
- ability to withstand cold temperature without cracking or peeling
- ability to be laundered or dry cleaned
- ability to be seamed without damage
- ability to withstand flexing under wet and dry conditions without cracking or peeling.

A testing program was developed and the results used to select an appropriate fabric. Often testing reveals several satisfactory alternatives. At other times, there is no clear winner

as each product has some deficient property. The manufacturer must then decide on the basis of price and probability of customer dissatisfaction whether to use any of the fabrics.

Developing Standards

Sometimes work on assessing suitability evolves into the development of a standard. In the work cited above, customer returns were monitored and specifications for future purchases were developed.

In other instances, the initial task is to develop a standard or specification for future purchases. Over the past two years, the laboratory has been involved with the development of standards for the uniforms of linemen who install and repair electric transmission wires. In these jobs, a high voltage electrical flashover can ignite clothing and produce burn injury. Thus desirable characteristics of the uniform fabric include non-flammability and insulative capacity to protect the body from the heat flux generated by the flashover. The initial stage of this work, now under way, involves the development of a test method for measuring flammability and heat transfer from a high energy source. The second stage will be to develop fabric standards to ensure product safety and a reasonable level of serviceability. The final stage will be work with manufacturers in the development of fabrics that will meet the performance requirements.

Work on the development of standards such as these has led to Faculty participation on national and international committees working on the development of standards for such diverse end uses as geotextiles, upholstery, and vascular prostheses.

Checking Goods Against Specifications

When standards are available or have been developed for a product, the standard is often used as a specification for future purchases. To ensure compliance, our laboratory may be contacted for an independent appraisal. Much of the work we do involves checking materials for compliance with fiber content legislation and determining the accuracy of labels.

Technical Evidence

Users of fabrics or garments often encounter problems during processing, use or care. When failure occurs, the question of responsibility arises and often as not no one is willing to



Dolly Senga, graduate student, testing an acrylic knit fabric, for resistance to pilling by random tumble test for a Winnipeg apparel manufacturer.

accept the blame. In the case of the client with the stained couturier suit, the label specified '*dry clean only*'. The dry cleaner involved used normal, careful procedures and would not accept responsibility for the damage. Similarly, the retailer refused responsibility alleging that the dry cleaner had made a processing error. The unhappy customer came to the testing service as an independent mediator.

The white suit had been stitched with red thread and the fabric was stained red in selected areas adjoining the stitching. Since the problem appeared to be associated with the thread, it was tested for colorfastness to dry cleaning solvents and to water. The test results revealed that two qualities of thread had been used in manufacture. Only part of the thread was fast to dry cleaning solvents. This evidence solved the issue. The retailer agreed to take the garment back and return it to the manufacturer.

In the intriguing case of the oily-stained down-filled garments, testing revealed that the outer shell was not a suitable choice. It picked up and wicked oil from anywhere including from the down and feathers!

Some problems that come to the laboratory are not run-of-the-mill textile problems. Recently a medical practitioner asked for advice about a hair-implant problem. Over time, the implanted hair had become a lifeless, un-aesthetic appendage. Could the implant be removed? Analysis of some "hair" clippings showed that the expensive implant was a modacrylic fiber. Several solvents that would dissolve the fiber were suggested. However, the medical practitioner had to determine whether any could be safely used on a human scalp.

Rewards

We are proud of the accomplishments of the Textile Testing Service. The manufacturing clients from the apparel industry know their raw materials will be suitable for a given end-item, or at least what is at risk if they knowingly use products below standard. From their point of view it is not only a money-saving venture but augments customer goodwill and decreases the incidence of returned purchases. Ultimately we have found that those manufacturers who routinely monitor their purchases, receive goods of better quality.

In our complaint investigations, we are able to give convincing technical evidence that often exposes the basis of a consumer problem and identifies the responsible party. This evidence may speed the settlement process and often circumvents the necessity of expensive litigation.

It is not only the client, however, who receives benefit from the testing activities. The benefits that accrue to us are also important. The knowledge we gain adds an edge to our teaching by keeping us abreast of consumer problems and of what products will be on the market. Our equipment is utilized on a continual basis which helps justify new capital expenditures. The work of the service provides employment for graduate students and offers a unique educational experience. At times, our activities are newsworthy and the true nature of our teaching and research programs reaches the public.

Perhaps the most important benefit for the Department is enhanced credibility in the business community. The high profile of the Department has helped open professional opportunities for our graduates, not only in testing and quality control, but also in design and merchandising.

Those of us involved in the testing service have gained personal satisfaction from helping adjudicate problems and aiding industrial clients make wise decisions. Additionally we have developed a better understanding of the interacting roles of government, manufacturer, retailer, and consumer in the marketplace. ●

Acknowledgments

The author is indebted to the staff of the Textile Testing Service and to colleagues in the Clothing and Textiles Department for helpful discussions during the preparation of this article.

CHEA CONFERENCE



July 5 - 9
Hotel Macdonald
Edmonton, Alberta

INVITATION FROM THE PRESIDENT

"Linking: Beyond Boundaries" is the theme of the 1982 annual conference. It is my pleasure to extend a warm invitation to you to attend.

The conference committee in Edmonton has planned a program to help us explore the ways we interact internationally, nationally and professionally. Come prepared to update your specialty, deepen your professional commitment and clarify any hint of a smouldering image problem that may lurk in your professional past. Delight in meeting new friends and in visiting with former classmates and cherished colleagues.

Your Association is working hard to clarify a conceptual framework for your profession and develop a unique professional image. You are invited to take part in these sessions which will shape our future as professionals.

Please join us in Edmonton in July. A hearty western welcome is promised.

Yours sincerely,

May Maskow
President

ANNUAL MEETING

This year a new format for the Annual General Meeting will be tried as an experiment. After a short business period, your executive and board members will face the meeting in a press conference. You, the membership, will be asked to play the role of investigative reporters. Come ready to ask what you always wanted to know about the Association.

PROGRAM

The program is planned for your interest, professional development and involvement. Workshops, special group meetings, plenary sessions, concurrent sessions and research reports will combine to make this a stimulating program. The exhibits will provide an opportunity to view and evaluate a variety of materials, products and services. Your President and Board of Directors will report to you at the Annual Meeting and ask you to help set policy for CHEA for the future. The social events are planned to complete an unforgettable five days.

Linking: Beyond Boundaries Liens: Au-delà des Divergences

Canadian Home Economics Association

RESEARCH REPORTS

Research sessions will be an opportunity for you to become updated on recent research conducted in the field. Several sessions, each 20 minutes in length, will run concurrently allowing you to choose those of special interest to you. Abstracts will be provided by the researchers.

INTERNATIONAL STUDENTS

A number of home economics students from other countries who are currently studying in Canada, will be attending the conference under the auspices of CIDA. You are invited to meet with them at breakfast on July 6.

NEW MEMBERS

The conference will be an especially exciting experience for our new members. President, May Maskow, will be entertaining all new CHEA members at breakfast on July 7. An informal explanation of the Association's structure and activities will be given.

CUTHE

The Canadian University Teachers of Home Economics will meet Wednesday, July 7, to hold their annual meeting and discuss plans for future activities.

TRAVEL

Contact your travel agent early so that the lowest fare might be secured. Transportation directly to the Hotel Macdonald is available by bus, limousine or taxi from the International Airport.

ACCOMMODATION

The Hotel Macdonald is a comfortable and complete hotel convention facility with air-conditioned rooms, swimming pool and sauna. The reasonable special rate for those attending CHEA Conference '82 cannot be met by other hotels in the area. The Conference Committee recommends this hotel to you so you can enjoy the advantages of staying at the heart of the conference.

Rates: Single: \$52; Double: \$31 each

Make your reservation directly with the hotel: Macdonald Hotel, 10065 - 100 Street, Edmonton, Alberta T5J 0N6 or call your local CN Hotel Reservation Service prior to June 2. Specify that you are a CHEA Conference registrant.

To: Macdonald Hotel 10065 - 100 Street, Edmonton, T5J 0N6

From: _____

Please reserve a (single) (double) room for me

from _____ to _____

I will share accommodation with _____

I will be attending the CHEA Conference.

PRE-CONFERENCE WORKSHOPS

HEIB WORKSHOP

Expanding Your Career Horizons is the topic for this year's HEIB workshop which is scheduled for Monday, July 5 from 09:00 to 16:00 at the Macdonald Hotel.

The keynote speaker for the morning will be **Jon Porter**, National Manager for Advertising and Marketing for Robin Hood Multifoods in Toronto. In his address to us he will discuss, "The Future of Home Economists — In the Kitchen or in the Boardroom?". The afternoon speaker will deal with refining skills needed in the boardroom or management areas. This will include convincing and assertive, written and verbal communication. Having the ideas and expertise is only half the problem — communicating them successfully is also important.

Plan to attend this workshop for revitalization and skill development. The workshop will cost \$25.00 which will include lunch. See you there!

HOME ECONOMICS EDUCATION SUPERVISORS MEETINGS

These meetings, scheduled for July 4 and July 5, will provide an opportunity for supervisors to share projects. The cost is \$25.00.

Sunday	11:00	Welcome Brunch — Macdonald Hotel (Optional-cost extra)
	12:30 - 14:30	Curriculum sharing. Chairman: Colleen Hayden
	15:00 - 17:00	SERP Life Skills Program. Teacher inservice Techniques: Curriculum Integration
	18:00 - 22:00	Dinner (cost included)
Monday	09:00 - 09:30	Ideas on the Alberta curriculum project Chairman: Jane Sereda
	09:30 - 12:00	Safety Concerns, Nutrition Policies

ISSUES FORUM

Home Economists: Shaping the Future with Confidence, Vision Power and Skill is the theme of this preconference workshop to be held Monday July 5 from 13:30 to 16:30 (see the enclosed brochure for more details).

SPECIAL GROUP MEETINGS

Each year at the CHEA Conference, home economists of all areas of interest (specialities) meet to address common concerns. It is also appropriate that those in the same field have the opportunity to meet with their colleagues. Special group meetings are planned for this purpose and will take place on the morning of July 8.

Affiliated Groups

Time:	09:00 - 10:30
Chair:	Linda McKay
Topic:	Communication between the CHEA Executive and Affiliated Groups: The Proposed Structure Changes.

Consumer Economics and Management

Time:	09:00 - 12:00
Chair:	Jane McKay Nesbitt
Topic:	Panel Discussions and Speakers on the theme of Electronic Funds Transfer Systems

Education/Supervisors of Home Economics Education

Time:	09:00 - 12:00
Chair:	Jean McHarg/Linda Peterat
Topic:	A. Linking: Community and School A portrait of three school programs Speakers: Judy Campbell, Rynie Stewart and Vickie Lyall B. Addressing the concern of the "non-qualified" person teaching home economics

Extension

Time:	09:00 - 12:00
Chair:	Joan Clement
Topic:	Sharing Workshop — An opportunity to share program ideas

Foods and Nutrition

Time:	09:00 - 12:00
Chair:	Lynda Clark
Topic:	Linking Nutrition Misinformation with Facts A multi-media presentation.

Home Economists in Business

Time:	09:00
Chair:	Marjorie Halliwell
Topic:	Annual Meeting

International Development

Time:	09:00 - 12:00
Chair:	Marie Slussar/Martha Munz Gue
Topic:	Business Meeting Update on Twinning Partnerships

International Federation of Home Economics

Time:	11:00 - 12:00
Chair:	Kari Balzersen Quraeshi
Topic:	Business Meeting

Professional Development

Time:	10:30 - 12:00
Chair:	Ellie Vaines
Topic:	Report on the Committee's Activities — a Dialogue Session Focusing on the mandate from CHEA

Public Relations

Time:	09:00 - 12:00
Chair:	Jane Langdon
Topic:	Business Meeting/Planning for Upcoming Year

Textiles and Clothing

Time:	09:00 - 12:00
Chair:	Rose Fedorak
Topic:	What's New in Textiles The Effect of the Economy on Fashion Merchandising

Human Development and the Family

Time:	09:00 - 12:00
Topic:	Family Life Education.
	Implementation and Integration in the school systems: an overview of the Calgary Board of Education's program will be provided, as well as a sharing of procedure including teacher inservice techniques.

EXHIBITS

EXHIBIT OPENING

Join your friends for refreshments at 15:30 on Tuesday, July 6, in the foyer of the Tonquin Room. The exhibits will open at 16:00. Edmonton has some surprises in store for you with their exhibits. Door prize draws will take place at 18:00.

EXHIBITORS' RECEPTION

A strong factor in making the CHEA Conference a success is the support of our loyal exhibitors. This reception will give members an opportunity to join with them for informal discussion and share in an array of delicious foods.

WALK-ABOUT LUNCHEON

Enjoy your lunch of delightful delectables while you browse through our exciting exhibits. Talk with company representatives and extend your personal resource library.

WEST AFRICAN TEXTILE EXHIBIT

Sakaké is an exhibit of West African textiles collected by two Canadians, Barbara and Bill McCann. The collection includes garments, domestic items, and ceremonial objects exemplifying a wide range of techniques, including weaving, dyeing, applique and embroidery.

CANADIAN HOME ECONOMICS ASSOCIATION CONFERENCE '82

PROGRAM HIGHLIGHTS

July 5-9, 1982

Linking: Beyond Boundaries Liens: Au-delà des Divergences

Macdonald Hotel
Edmonton, Alberta

MONDAY, JULY 5 MONDAY, JULY 5 MONDAY, JULY 5 MONDAY, JULY 5

10:30-19:00	Registration
09:00-12:00	HE Education Supervisors Meetings (continued)
09:00-16:00	HEIP Workshop
13:30-16:30	Issues Forum
19:30-21:00	OFFICIAL OPENING — LINKING: BEYOND BOUNDARIES Implications in the third world. Marcel Massé, President, Canadian International Development Agency.
21:00-23:00	Welcome Reception

TUESDAY, JULY 6 TUESDAY, JULY 6 TUESDAY, JULY 6 TUESDAY, JULY 6

07:30-08:30	<i>Continental Breakfast</i>
09:00-12:00	Change and Challenge: The State of the Profession
09:00-10:00	Linking: A Challenge to the Profession — Liz Dowdeswell, Deputy Minister of Culture and Youth, Government of Saskatchewan
10:00-12:00	Concurrent Sessions <ul style="list-style-type: none"> 1. Linking with Professionals through a Team Approach. Panel — Thelma Cairns, Avis Grey, Pat Leginsky, Elinor Burwash. 2. Linking through Freelancing. Marilyn Hemsing, Pat Inglis, Kay Spicer 3. It's Your Nerves: Women and Addiction. June McGregor, Consultant Alberta Alcohol and Drug Abuse Commission. 4. Women in Management. Workshop, Dallas Cullen, Organizational Analysis Department, University of Alberta. 5. High Inflation and Family Coping Systems. Judith Marshall, University of Western Ontario. 6. Textile Art from West Africa: The McCann Collection. Barbara McCann and Anne Lambert.
12:00-14:00	Elégance Albertaine — Citadel Theatre. Refreshing salad bar and conversations with Alberta Fashion Designers.
14:00-15:40	Research Reports — A wide assortment of topics will be discussed. Make your own program and attend the research reports which interest you.
15:30-16:15	SOCIAL AND OFFICIAL OPENING OF THE EXHIBITS
16:00-20:00	Visit Exhibits and Meet All Exhibitors
20:30-22:30	Exhibitors' Reception — Chateau Lacombe Plan to come and relax after a very full day.

WEDNESDAY, JULY 7 WEDNESDAY, JULY 7 WEDNESDAY, JULY 7 WEDNESDAY

07:00-08:00	<i>Continental Breakfast</i>
08:30-11:00	The Micro Chip
08:30-09:00	Micro Technology: The Electronic Revolution brought into focus — Alan Mirabelli, Program Consultant, Vanier Institute of the Family.
09:00-11:00	Concurrent Sessions <ul style="list-style-type: none"> 1. Women and the Chip: Opportunity or Unemployment, Heather Menzies, author. 2. Education and the Chip: Innovative Learning or Artificial Intelligence.

- 3. The Consumer and the Chip: Facts or Myths.
- 4. The Home and the Chip: Management Strategies or Games to play.
- 5. The Professional and the Chip: Accessing Information.

11:00-14:00 *Walk About Exhibitors' Lunch*

14:00-16:00 **CHEA ANNUAL MEETING** — Become aware of and involved in the affairs of your professional association.

15:30-18:30 *A Last Look at the Exhibits*

18:30-22:00 **Fort Edmonton: Tour and Dinner** — Relive the past in authentic surroundings — A must for all convention attendants.

THURSDAY, JULY 8 THURSDAY, JULY 8 THURSDAY, JULY 8 THURSDAY

07:00-09:00	<i>Alumni Breakfast</i> — Join your Alma Mater and visit with former classmates.
09:00-12:00	Meetings of CHEA Special Groups
12:00-14:00	Luncheon — Speaker to be announced
14:00-17:00	Societies on the Move: Canadian Multiculturalism
14:00-15:30	Keynote Speaker to be announced.
15:30-17:00	Concurrent Sessions <ul style="list-style-type: none"> 1. Experience in and with other Cultures. Audience participation led by Carol Little, Teena Jennings and International Students. 2. Twinning: An Experience in Linking — Toronto Caribbean Exchange: Barbara Floyd and Pat Malone. 3. Children of Change: Integrating into the Canadian Mosaic. Steve Ramsankar, Alex Taylor School. 4. Interface with Natives and Inuit: Awareness and Experience — Joan Butcher, Frances Hall, Frontier School Division, Northern Manitoba, Bertha Allen, President, Native Women's Association, N.W.T. 5. Canadian Multiculturalism: A Sensitive Approach — Beth Bryant, Reva Toshee, Spencer Gooden. 6. Creating Awareness of Cultural Artifacts — Textile Arts Collection.

17:00-18:30 *Free Time*

18:30-23:00 **A Night on the Town:** Your Choice of Stage West, Second City Revue, Dancing Shoes, or Tour of Alberta Wildlife Park.

FRIDAY, JULY 9 FRIDAY, JULY 9 FRIDAY, JULY 9 FRIDAY, JULY 9

07:30-08:30	<i>Breakfast</i>
09:00-12:00	Team Work in Action: Skills for Linking
09:00-10:00	Team Building (T.B.A.)
10:00-11:00	Closure and Strategies — CHEA Past-president, May Maskow.
11:00-12:00	What are Conferences all about: Time out for Feedback — Dr. Maryanne Doherty.
12:00-14:00	Awards Luncheon

Clothing Style as a Determinant of Social Distance Preference

Louise Giselle Landry, Cecilia A. Gonzales, and Raymond Perry

Abstract

The objectives of the study were to determine if particular clothing styles influence social distance preferences of Intimacy, Casualness and Remoteness between strangers, and to determine whether sex of the respondent affected these preferences. Responses of 90 males and 90 females to slides showing a female model in three clothing styles were measured on a twelve item social distance instrument and subjected to analysis of variance. Significant variations in social distance preferences were found, as well as significant interactive effects between sex of respondent and clothing style and between sex and social distance.

Résumé

Les objectifs de cette étude sont de déterminer si des styles de vêtement particuliers ont une influence sur les préférences sociales en faveur de l'intimité, de la désinvolture et de la distance entre étrangers, et de déterminer si le sexe des participants affecte ces préférences. Les réponses de 90 hommes et 90 femmes face à des diapositives montrant une femme mannequin vêtue de trois styles de vêtement différents ont été mesurées au moyen d'un instrument à douze éléments servant à mesurer les distances sociales, puis ont été soumises à une analyse de variance. On a trouvé des variations significatives dans les préférences sociales ainsi que des effets d'interaction significatifs entre le sexe des participants et le style de vêtement et entre le sexe et la distance sociale.

CHEJ Spring 1982, 32 (2), pp. 85-87

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Distances are considered in either of two general contexts, in actual physical dimensions or in an intangible socio-psychological context. Despite the fact that physical spacing is a distinct element in interpersonal encounters, distance may be only vaguely considered during social interactions. Bogardus (1938) was among the first to draw attention to physical spacing in human encounters, and attributed social distance to the interaction of repelling and attracting forces between stimulus persons. Studies of physical spacing in human interaction have been conducted in a number of areas, including anthropology, sociology, architecture and planning. (Bogardus, 1959; Hall, 1963; Hamid, 1967; Sommer, 1969; Brien & Ryback, 1970).

Hall (1966, 1968) discussed the use of space as a medium of non-verbal communication. Similarly, a number of researchers have pointed to clothing as an element in non-verbal communication (Murphy, 1964, Rosencranz, 1965; Ryan, 1966), while Hillestad (1974) has provided a schema for analyzing dress in this context. Although the communicative aspect of clothing has been studied (Rosencranz, 1962, 1965; Horn, 1968), the degree to which clothing affects the perceiver's behavior has not been extensively studied.

Regardless of the forms of communication used, accurate interpretation must take place to ensure that the communication is successful. Such non-verbal media as distance, stance, movement and clothing must be correctly translated to elicit an appropriate

response from the perceiver. Hastorf, Schneider and Polefka (1970) have pointed out that the accurate interpretation of stimuli imposes order on social interactions, by limiting the amount and content of future experiences, for example, a uniform indicating occupation. It follows, therefore, that the interpretation of clothing stimuli will contribute to social encounters. On the other hand, if distance behavior is an interpretation and response to stimuli which functions to maintain social order, how then do clothing stimuli affect distance responses?

Research Objectives and Hypotheses

The objectives of this study were to determine if particular clothing styles elicit specific distance responses between strangers, and to determine if there were differences in the distance responses toward clothing styles between sexes.

To investigate the objectives of the study, a test instrument to measure the Intimate, Casual and Remote social distance categories was developed (Landry, 1975). Three clothing styles, Mod, Straight and Grubby were chosen. Definitions for these styles were adapted from Gurel's study (1972) but modified to be relevant for an older age group.

The hypotheses guiding this study were: 1) there are no significant relationships between Mod, Straight and Grubby styles of clothing and the Intimate, Casual and Remote distance responses, and 2) there are no significant differences between male and female subjects in their distance responses to the clothing styles under investigation.

Research Design

Questionnaire Design. A questionnaire was designed, incorporating a social distance measure developed in a series of three pre-tests, using university students in Introductory Psychology and Sociology classes at the University of Manitoba. Based on consensus responses to the terms Intimate, Casual and Remote distance, a set of statements was derived to represent these social distance categories. Physical distance approximations of zero to one and one-half feet, one and one-half to twelve feet and twelve feet or more were specified for the Intimate, Casual

and Remote distances respectively, after Hall (1966).

The final instrument consisted of twelve statements describing different levels of social interaction with a stimulus person, such as "I would embrace her as a close friend" or "I would talk informally with her over coffee". Four statements were used for each of the three social distance categories. Respondents indicated their likelihood of interacting with the stimulus person in the activity described, using a 10-point scale, ranging from definitely not to definitely yes. Reliability of the test instrument was partly established by the method of construction used in the development of the instrument, while face validity was established by a reviewing committee of six persons from two faculties at the University of Manitoba. The complete questionnaire may be found in Landry (1975).

To obtain stimuli for respondents to evaluate, a panel of five judges was asked to sort pictures taken from current magazines into the three clothing categories; Mod, Straight, and Grubby. Pictures receiving the highest consensus together with the modified version of Gurel's definition of the clothing categories were the criteria used for garment selection. Garments were selected from various local department stores. Fifteen outfits were chosen for stimulus presentation.

A female model was selected from the same age group as the respondents to establish a common ground for potential interaction. To promote first impression formation and to maintain the notion of stranger interaction, steps were taken to ensure that the model was not acquainted with any of the respondents. A professional photographer took slides of the model dressed in each of the different outfits selected. A panel of five persons selected the slide most representative of each of the three clothing categories studied. These three slides then became the test stimuli.

Sample Design. A random replacement sample of 180 students from the University of Manitoba was used for the study. The sample consisted of 90 males and 90 females similar in mean age and level of completed university education. Subjects were divided into three groups, each consisting of 30 males and 30 females. Each group was shown one of the three slides for 30 seconds during which time they were asked to observe as much of

the stimulus presentation as possible. They were then instructed to answer all questions in the questionnaire which was distributed to each respondent before the slide presentation.

Analysis and Results

Scores on the 10-point scales for each item were summed for each of the three social distance categories. With four items in each category, a total score between 10 to 40 for each distance category was possible for each respondent. A two-by-three-by-three analysis of variance for mixed designs was used to determine the relationships between sex, clothing styles and social distance. The F test was used to determine the significance of the relationships exhibited by the data.

The results of the analysis of variance are presented in Table 1 and show that of the three variables of sex of respondent, clothing style of stimulus person and social distance preferences, only the last showed significant variations ($F=261.62$, $p < 0.1$).

In addition to this main effect, significant variations in interaction effects were found for sex by style ($F=3.88$, $p < 0.5$) and sex by distance ($F=10.2$, $p < 0.5$). The order of the male subjects' clothing style preference was Straight, Mod and Grubby, while for female subjects it was Grubby, Straight and Mod.

While the ordering of social distance preferences was the same for both male and female subjects, ranking Casual above Intimate contact and then Remote contact, there were differences in the clothing style preference scores, with a greater range for females.

No significant relationships were found between the Mod, Straight, and

Table 2
Clothing Style Preference Mean Scores for 180 Male and Female Subjects

Clothing Style Preference	Male	Female	Mean Score
Mod	20.49	17.88	19.18
Straight	21.07	18.63	19.85
Grubby	18.31	20.73	19.52

Table 3
Social Distance Preference Mean Scores for 180 Male and Female Subjects

Social Distance Preference	Male	Female	Mean Score
Intimate	20.24	18.04	19.14
Casual	25.97	28.50	27.23
Remote	13.66	10.70	12.18

Grubby styles of dress and the Intimate, Casual and Remote distance preferences, nor between male and female subjects in their distance responses to the clothing styles under investigation. Neither of the null hypotheses could be rejected on the basis of these results.

Discussion

The significant variations in social distance preference indicate that individuals do make distinctions in their evaluations of others, based on their willingness to interact. This provides support for the existence of social distance as a factor in interpersonal relationships, even if the individual is not consciously aware of this. As the distance factor was found to be significant for both sexes over all clothing styles, it appears that social distance preferences are determined in initial encounters regardless of sex or clothing styles. However, even though clothing is a medium of non-verbal communication, it does not, on its

Table 1
Analysis of Variance of the Social Distance Preferences of Ninety Male and Ninety Female Subjects For Three Clothing Styles

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Sex	103.14	1	103.14	1.09
Style	40.00	2	20.00	.21
Sex X Style	734.14	2	367.17	3.88*
Error I	16470.17	174	94.66	
Distance	20437.97	2	10218.98	261.62**
Sex X Distance	796.56	2	398.28	10.20*
Style X Distance	304.12	4	76.03	1.95
Sex X Style X Distance	262.87	4	65.72	1.68
Error II	13593.15	348	39.07	

* $p \leq .05$

** $p \leq .01$

own, appear to be a factor affecting social distance preference. The interaction between clothing style and sex of respondent does produce significant variations in responses. Males appear to prefer the Straight classic look, to the Mod fashionable or Grubby unkempt styles while females place Grubby before Straight and Mod. These results are interesting. It may be that males view a female dressed in a Mod or Straight style as a suitable companion for a number of activities, while one in Grubby attire might be less suitable and seen as a social threat. On the other hand, females might reject a companion dressed in a Mod style for competitive reasons, while the Grubby attire of a potential companion may be less threatening or the individual may be less concerned with social approval from other females. These postulations require further testing, however, and as an explanation of these differences relates to differences in male and female personalities, further studies might use a male as well as female model, in order to further explore the interactions between the variables. The nature of the sample may also have influenced these results as university students are exposed to considerable variations in clothing style and may be more tolerant of such variations.

The interaction effect of sex and social distance may be due primarily to the strong variation between distances. What is noteworthy is that males had consistently higher scores on all three social distance categories, indicating a greater willingness to interact at Casual, Intimate and Remote levels with the stimulus individual.

Again, this finding merits further consideration in subsequent studies.

Conclusion

The way in which individuals perceive others in initial encounters is a complex topic. Individuals do appear to exhibit differences in social distance preferences and the stimulus cues that they use in establishing these preferences warrant further study. Specifically, the role of non-verbal communication in conveying impressions and determining judgments needs further investigation.

Although this study did reveal differences in social distance preference responses, particular clothing styles did not appear to affect these judgments. There were, however, differences between male and female subjects in both their ordering of the clothing styles, and in their overall dis-

tance responses, but no interactive effects were found between sex, clothing style and distance responses. It seems warranted then to consider the effects of factors like sex and varying the sex of the stimulus individual as well as respondents.

The use of different or more clothing styles and a non-university sample might also contribute to a fuller understanding of individual responses to strangers in initial encounters. •

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Behavioral Aspects of the Decision to Breast-Feed

Paul Fieldhouse



Photo Courtesy of Judy Johnson

Abstract

The decision how to feed a new-born infant is the result of a complex behavioral process which needs to take into account many sources of influence. The individual mother, the family group, and the wider society are viewed as being three broad sources of input into the decision, as well as the experiencers of the consequences of the decision. Beliefs and attitudes stemming from each of these origins interact to produce an "intention to act". Whether or not this intention is translated into actual behavior depends on the presence and nature of precipitating factors related to the physical, mental and social environment. Through identification of the various elements of the decision-making process, strategies can be devised which might increase the effectiveness of educational efforts directed toward encouraging breastfeeding.

Résumé

La décision concernant le mode d'alimentation du nouveau-né est le résultat d'une attitude complexe qui doit tenir compte de nombreuses sources d'influence. La mère elle-même, le groupe familial et la société sont considérés comme les trois sources les plus importantes affectant cette décision, et, en même temps, elles supportent les conséquences de cette décision. Les croyances et attitudes provenant de chacune de ces origines contribuent à produire une "intention d'agir". Quant à savoir si oui ou non cette intention se reflète dans le comportement réel, cela dépend de la présence et de la nature des facteurs liés à l'environnement physique, mental et social. Au moyen de l'identification des différents éléments du processus de prise de décision, on peut concevoir des stratégies susceptibles d'accroître l'efficacité des efforts éduactionnels visant à encourager l'allaitement au sein.

Breast-feeding is a biological phenomenon which ensures the best nutritional and emotional start for the infant. The decline in breast-feeding in developed countries during the middle part of the century, and the more recent signs of a similar decline in developing countries throughout the world is a concern not only to nutritionists, but also to public health workers, environmentalists, demographers, economists and a host of others. Concern may be expressed, broadly, on three levels:

● **Individual:** The advantages of breast-feeding for both infant and mother are manifold and well-documented. (Mackeith and Wood, 1977; American Academy of Paediatrics, 1978; Winberg, Gothfors & Juto, 1976; Canadian Home Economics Association, 1979). They include nutritional superiority, enhancement of emotional bonding (Newton 1971; Klaus & Kennell, 1976) and economic advantages (Butz, 1978) amongst many others. A decline in breast-feeding, with a concomitant rise in bottle-feeding, raises the potential for more problems to occur which might ultimately damage the health of the child.

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● **Family/group:** Feeding the infant is more than an individual activity; it takes place within the context of a social group — notably, the family — and forms part of the culture and normative behavior of that group. Artificial feeding may have disruptive effects on traditional lifestyles by introducing inappropriate technologies and undermining conventional wisdom.

● **Societal:** Breast-feeding is valuable to a society for many reasons. Included in these, are the contraceptive effect of lactation in regulating child-spacing (Giososa 1964; Jelliffe & Jelliffe, 1972) and the economic value of stored energy. The women who does not breast-feed is not making efficient use of energy resources built up in the body during pregnancy, and further, is using additional resources to artificially feed her child.

The Decision to Breast-Feed

A practically universal policy now exists to encourage breast-feeding throughout the world (DHSS, 1974; Health and Welfare Canada, 1980; WHO, 1980). In order to influence a practice it is first necessary to understand why it does or doesn't occur. The factors influencing a woman's decision of how to feed her infant are many and complex. They are often interrelated, and their relative importance will depend on individual circumstances. It is helpful to think of the various factors under the broad headings suggested above, that is, the individual, the family group, and the wider society. Bentoo-

vim (1976), in suggesting a systems theory of infant feeding, uses these three groups of factors, and breaks them down into sub-groups as illustrated in Figure 1.

A. Individual variables

- Mothers' attitudes
- Personality traits
- Life experiences

B. Family variables

- Family organization
- Family position in social structure
- Values, beliefs and personality

C. Societal variables

- Regional and cultural factors
- Women's occupational roles
- Mass-media influences
- Sexual attitudes and mores

Figure 1. Variables affecting the decision to breast-feed. (Adapted from: A. Bentovim, 1976).

The ultimate decision of how to feed is made by the individual mother. It is based on personal beliefs and values, motivational factors and self-esteem, as well as sexuality. Socialization experiences are thus important. This decision though, is influenced by the opinions of "significant others" (other people whose opinions and feelings are of importance to the mother). The immediate family is the most important, with husband and own mother having particular influence (Bacon & Wylie, 1976). Professional advisers may also have some influence, though it is probably less than usually imagined (Eastham, Smith, Poole & Nelligan, 1976). Finally, many societal factors act, directly or indirectly, to affect the woman's decision. Social approval or disapproval looms large here, and an appreciation of social norms—their origin, maintenance and stability—is essential before any changes can be attempted. Social policy intrudes, for example, in the issue surrounding women and work, and the organizational provisions and support for breast-feeding women (Manciaux & Pechevis 1979).

Precipitating Factors

A fourth category of pertinent variables consists of "action-precipitating" factors. These may be skill-orientated or environmental in nature, and relate to the woman's experiences of pregnancy, the delivery itself, and the immediate post-partum period. A woman who has had an uneventful pregnancy, a straightforward delivery and supportive after-care, is more likely to breast-

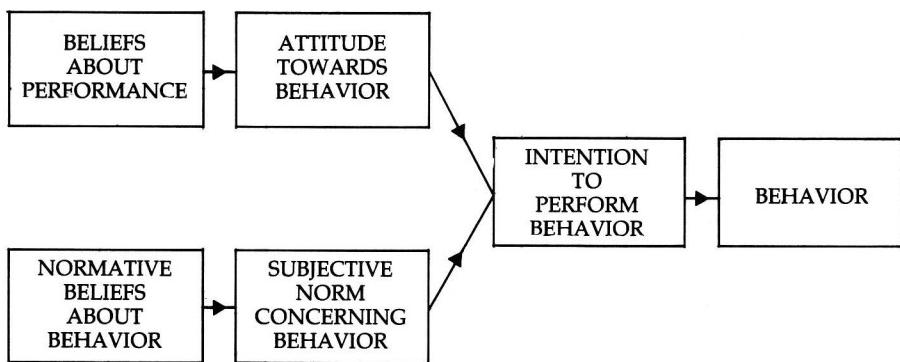


Figure 2. Model for the prediction of a Specific behavior (M. Fishbein, in A. Bennett (Ed.). *Communications between Doctors and Patients*. Oxford: OUP, 1976).

feed than is a woman with negative experiences.

From this brief discussion it seems clear that with breast-feeding we are dealing with a complex behavior, and that simple exhortations to the mother to "breast-feed because it is better" are unlikely to be very effective. It may seem paradoxical that a fundamental biological activity has come to be viewed as a sophisticated behavioral process. However, now that in developed countries breast-feeding is no longer necessary to ensure survival, it is true that as Evans (1967) says, "Today, the choices made by mothers reflect social patterns, attitudes and fashions, rather than biological needs".

Value-Expectancy Theory and Breast-Feeding

To examine the process by which a woman does come to her decision about feeding method, the concept of health belief models can be utilized. Various models have been proposed in attempts to explain and predict health behaviors (Becker, 1974; Rosenstock, 1961). Value-expectancy theory basically says that an individual will only indulge in a given behavior if it is expected that it will be beneficial to do so. That is, there must be more perceived advantages than disadvantages. Consequently, as well as the input factors influencing a woman, there are also outcomes to be considered. These will once more relate to the individual, family and society, and may be physical, emotional or social in nature. It is important to remember that they are either advantages, or disadvantages only in as much as they are *perceived to be* so by the mother-to-be.

Figure 2 shows a theoretical framework elaborated by Martin Fishbein (1976), illustrating the connection between beliefs, attitudes, intentions and behavior.

In Figure 3 this paradigm is expanded to include precipitating factors and outcomes, and is applied specifically to breast-feeding.

Beginning with the behavior itself, breast-feeding, it can be seen that the immediate predeterminant of this is the **intention** to breast-feed. The strength of an intention is indicated by the subjective probability that it will be translated into overt behavior, and it represents a personal conviction that one will engage in the behavior. The women who does not **intend** to breast-feed is highly unlikely to actually breast-feed: for the women who does **intend** to breast-feed, the subjective probability of her actually doing so is much higher—but it is still dependent on a set of "precipitating factors". This is one stage at which some kind of positive intervention might be effective. Possible strategies are discussed below.

There are two major variables which serve as the determinants of an intention (Figure 2). These are 1) **personal attitude** toward performing the behavior in question, and 2) the **subjective norm** with respect to that behavior. That is, a subjective judgement that most people who are important to the individual think that they should or should not indulge in the behavior. An attitude is a bipolar evaluative judgement—essentially a subjective expression of like/dislike, good/bad. On one side there is the mother's own attitude toward breast-feeding as a desirable activity, while on the other is the collective attitude of "significant others". Which one predominates will depend largely on individual circumstances. A reasonable hypothesis would suggest that independence, high self-esteem and child-centredness in a woman would increase the relative importance of her own attitude as a determinant, whilst such traits as de-

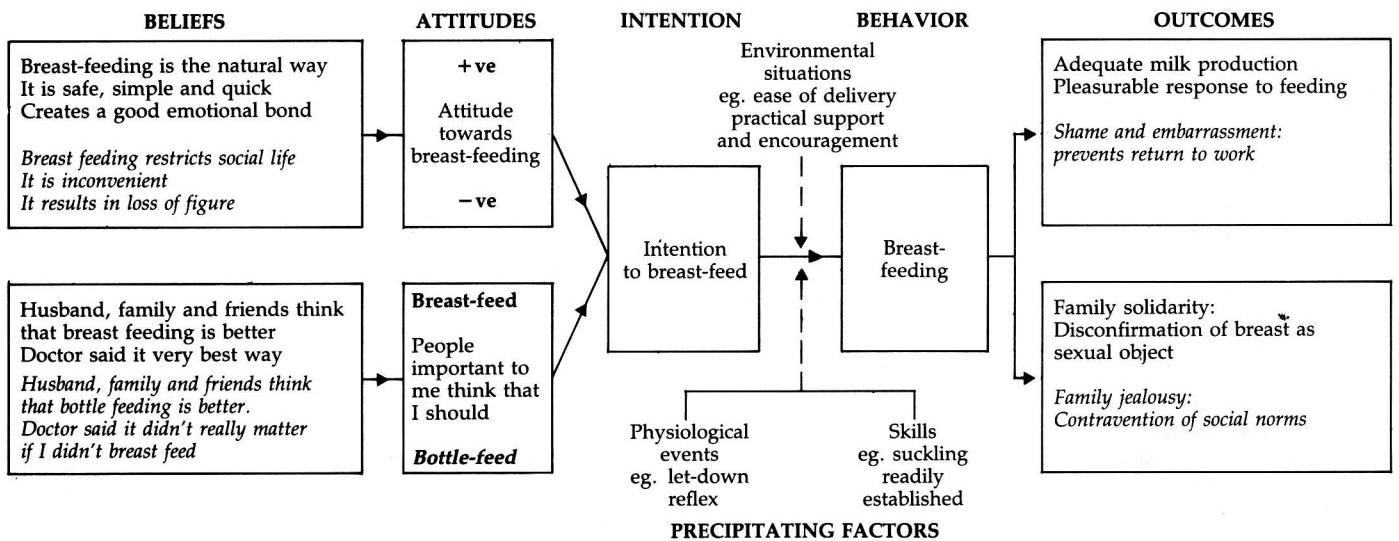


Figure 3. Decision and outcome in breast-feeding.

(The diagram illustrates the sequence of events leading up to the decision to breast-feed, and the consequences of that decision. Some of the positive influences and outcomes are shown in Roman type; examples of negative influences and outcomes are shown in *italics*).

pendence and adult-centredness would indicate a greater deference to the opinions of others. To complicate the picture, it should also be noted that we are dealing with *sets* of attitudes — and a woman could hold several potentially conflicting attitudes toward the practice of breast-feeding and its consequences. Martin (1978), for example, identified three distinct and independent attitudes to breast- and bottle feeding concerning the "natural" superiority of breast-milk, the greater convenience of bottle-milk, and a feeling of "distaste" for the action of breast-feeding.

Attitudes are themselves, derived from **beliefs** — which may, again, be personal or normative in nature (Figure 2). A belief links an attribute to an object or behavior, and with regards to any particular behavior, an individual will hold a set of beliefs. Examples of personal beliefs relevant to breast-feeding often articulated by mothers are shown in Figure 4. Commonly it is found that they are correlated with parameters such as education, age, social status, past experience, and advice received (Jones & Belsey, 1977; Bacon & Wylie, 1976).

A woman is likely to hold both negative and positive beliefs about breast-feeding, and it is the relative strength of these which determines her attitude. Furthermore, at any given time, only a few, perhaps six or seven, of these beliefs will be salient, and therefore uppermost in the woman's mind when she is making her decision.

Normative beliefs stem from family, friends, professional advisers and the wider community — often via mass-communication channels. There is evidence to suggest that lay influences are much more significant than that of professionals (Eastham, 1976; Baric, 1977).

- It is the natural way
- It is better for the baby's health
- It is enjoyable
- It makes the baby closer to you
- It is easy and quick
- It protects the baby from infections
- It is an animal activity
- It will spoil my figure
- It is painful
- It would tie me down

Figure 4. Personal beliefs about breast-feeding.

Implications

By examining the decision-making process some pointers can be derived for designing more effective educational strategies.

- It is important to elucidate personal beliefs with regards to breast-feeding. Efforts can then be directed to reinforcing and making salient those beliefs already held which are favorable to breast-feeding, creating new "positive" beliefs, and neutralizing or countering those existing beliefs which are unfavorable. This individualized approach should be more effective than blanket platitudes which do not acknowledge personal differences. In seeking to achieve this kind of influence on the

mother-to-be, the would-be educator probably has to find ways to becoming more "significant" in her eyes. A disinterested *professional* approach may not be the most effective one.

- Some attempt should be made to address normative influences. Examples include programs for fathers as well as mothers-to-be; discussion of breast-feeding in schools; utilization of mass-communication channels to increase social acceptability of breast-feeding (e.g. when infant feeding is portrayed on T.V. — perhaps during a play or serial — it should be breast- rather than bottle-feeding). Far-reaching changes are needed if breast-feeding is to be once again viewed as a natural function, and taboos on exposing the breast for non-sexual purposes are to be overcome. Social policy issues, such as maternity leave and child care facilities must be explored.

- All possible steps should be taken to ensure that the mother has the necessary skills for breast-feeding, and has a trauma-free pregnancy and delivery. Hospital maternity wards should be orientated toward breast-feeding by: minimizing the time between delivery and first suckling; allowing demand feeding and not utilizing strict feeding routines; not giving unnecessary supplements; and providing practical help and encouragement to the mother in establishing and maintaining lactation.

However, even when special efforts are made in hospital to give support and encouragement for breast-feeding, success is often only short-term (Sloper, McKean & Baum, 1975). After discharge, breast-feeding rates decline
(Continued on page 97)

Reason vs. Dogmatism: A Role for Philosophy in Home Economics

Marjorie M. Brown

Abstract

An argument is presented for the role of philosophy as a force for reason in home economics in development and use of concepts and in critical examination of existing beliefs, views, norms for action, and social conditions. The concepts of reason, dogmatism, and philosophy are explored for their intellectual substance using impersonal rules for their use established through previous rational inquiry by others. These concepts are then brought to bear in the argument on the role of philosophy in home economics.

Résumé

On présente ici une discussion du rôle de la philosophie en tant qu'introduction de la raison dans le domaine de l'économie familiale en vue du développement et de l'usage des concepts et de l'examen critique des croyances, points de vue, normes d'action et conditions sociales existantes. On y explore les concepts de raison, dogmatisme et philosophie pour leur substance intellectuelle à l'aide de règles impersonnelles pour leur utilisation établie par d'autres au moyen d'une enquête rationnelle préalable. On fait ensuite intervenir ces concepts dans la discussion du rôle de la philosophie en économie familiale.

The title of the article includes three concepts which deserve exploration before considering the role of philosophy in home economics: reason, dogmatism, and philosophy. The intent is not to present information but to be concerned with reasoned insight into a very important point of view regarding home economics.

Reason (or Rationality)

To understand reason, it is helpful to distinguish between reason and truth. Truth refers to beliefs that we hold and state about what is (or was) the case. For a belief to be true, it must meet the criterion of representing accurately what is (or was) the case, e.g., what happens when a diet is deficient in calcium, what happened historically in the movement resulting in loss of authority in the modern family and what the underlying forces were, what some one actually meant in a particular use of language or in other action. Rationality refers to beliefs and actions as well as to attitudes and dispositions of people. However, rationality requires the ground of beliefs or actions in underlying reasons. Actions can be deemed rational only in relation to the actor's



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reasons underlying the action. We can speak of beliefs as being rational only in relation to other beliefs. Thus it is possible for us to hold a belief the content of which is true but without having reasons (as other beliefs) to support the claim to truth adequately. For example, we can believe that authority of the family has been lost or seriously diminished without having adequate reasons (and, therefore, comprehension) of why this is true.

Reason involves logic but it involves more than logic. Further, the logic involved is not what Pole (1961) has called the "straightened-out" logic of formal logic (deductive and symbolic). It is instead what Habermas (1971) and Wheelwright (1954, 1960), among others, have called "intuitive reason." Intuition is not necessarily rational but intuitive reason is the capacity of humans to grasp meanings and the relations between meanings. Reason, so considered, is spontaneous as contrasted both with passive receptivity in receiving information and with habitual and mechanistic ways of thinking. The result of the use of reason is enlightenment or the gaining of rational

insight (to be distinguished from merely being informed). Thus following a line of reasoning (an argument), if it is adequate, leads us to say "Oh, I see!" Therefore, reason involves more than logic in requiring an attitude or commitment to pursue a subject matter discursively; it is critical in that it accepts as justifiable only that which has adequate reasons to support it. It does not seek simple answers to complex questions nor does it seek final answers.

Requirements of reason. To be rational requires 1) that we bring concepts-language terms relevant to the topic under consideration and 2) that we engage in critically reflective activity.

By concepts we do not mean the **conceptions** people form through some psychological process which provides unexamined common sense meanings lacking intellectual substance; we mean the product of conceptualization as a process of rational inquiry where logic and the motivation to reason are at work. (There is a paradox in that reason requires concepts but the development of concepts also requires reason.) Without adequate concepts we grope crudely and blindly for we can not comprehend meanings, or we distort meaning because our concepts do not have intellectual substance. Without adequately grasping meanings, we are obviously unable to grasp relations between meanings. Language is involved because 1) we think in a language and 2) much of our activity in the use of reason is in linguistic communication of speaking and reading. Among others, MacIntyre (1971) has pointed out that the language of a culture has its own logic and, to be rational, we must be able to discriminate between utterances expressing what is the case and those expressing what ought to be the case, between wishes and commands, and so on. Further, each language has rules concerning the appropriate use of any particular term and these rules help us to be conceptually discriminating in using a term.

Critical reflection involves the search for clarity of comprehension; this includes establishing what something is not or what it does not mean as well as what it is or what it does mean. To do this requires looking beneath the surface of appearances for what is really there: for a wholeness of context (rather than isolated) and for presup-

posed views inherent in a position taken or in an action. Critical reflection also seeks out the logical relationships between and among comprehensions. It looks for the reasons which support a belief or an action, (i.e., the argument) and critically determines whether the argument is adequate by certain criteria. One obvious criterion is the **logical relevance** of reasons to the position or belief or to the action. Another criterion is that of **non-contradiction**; we can not rationally hold two beliefs which contradict each other nor can we rationally say we believe one thing but practice another which contradicts the belief.

Autonomous reason requires development through stages of reflection in each of which individuals or groups of individuals change their views to a more critically reflective and enlightened one. As a process of development, critical reflection moves from the concrete operations of childhood (where in the beginning both the conceptual capacity and the logical operations necessary are minimal) to the critical consciousness and reflective attitudes of mature adult autonomy. In his theory of social evolution, Habermas (1979) shows how groups and societies progress in the use of critical reflection according to the extent to which they create a social environment that encourages and makes use of the reflective learning capacities of its members.

Forms of rationality. Historically humans have used reason to free themselves from superstition, fear and blind fate as well as error. Reference has been made to theoretical reason and to practical reason since the time of Kant. Theoretical reason is used in determining the validity of truth claims. Different forms or modes of rationality are used in validating scientific truth claims (where science follows the pattern of natural science) and in validating truth claims in the interpretation of human speech, human action, and cultural objects (history and the humanities). Practical reason is concerned with the legitimization of goals and norms selected by groups or by society or implicit in the conditions of human interaction.

With the development of the study of technology, knowledge of cause and effect produced in the sciences was converted to technical rules. Mastery and use of technical rules involves means-end reasoning or a technical rationality of how to produce given ends where the ends themselves are

not evaluated. It was the dominance of technical rationality during this century in highly industrialized countries which moved Horkheimer (1947, 1974) to write of the "eclipse of reason" and Marcuse (1964) to speak of "one-dimensional man." Their concern (as well as that of others) was that other forms of rationality have been diminished or eliminated and that reason is not used in the practical life of interpreting communicative action and of choosing goals and norms for action.

Dogmatism

As a concept, **dogmatism** concerns the acceptance of a belief, a view, a value position, or an interpretation of the meaning or intention of others in speech or action without rational grounds for doing so. Thus it involves uncomprehending and blind, uncritical acceptance, rejection, or revision. The dogmatist does not summon his/her capacity for reason to engage in reflective activity. Because of this, the dogmatist leads an unfree existence in which no distinction is made between one's own identity as a speaking, acting person and the identity of other speaking, acting persons. In refusing to accept his/her own autonomy, the dogmatist merges his/her views, beliefs, and values with some existing set(s) of views, beliefs, and norms in the social system without critical consciousness of their meaning and their consequences. As Habermas (1971, p. 208) has said, dogmatism is "equally a moral lack and a theoretical incapacity." Theoretical incapacity lies in the lack of adequate conceptual frameworks to bring to bear in reason. Moral lack is shown in the refusal 1) to accept the capacity for autonomous reason in oneself and 2) to respect that potential capacity in others.

Dogmatism is a closed system in that the substance of beliefs and ways of thinking and acting are not open to question; this is true whether dogmatism is an individual, in a group, or in a society. Closed systems of beliefs, views, and norms for action become habitual and, therefore, create a form of life where the force of habit prevails rather than the force of reason. Therefore, dogmatism often shows itself in fear of criticism of existing beliefs or views and in the conceptual confusion of mere fault-finding with rational criticism. Related to the fear of criticism, dogmatism is also often shown in self-deception regarding the adequacy of one's own existing beliefs and views. It

is reflected in distrust of and impatience with theoretical knowledge or conceptual frameworks which could be enlightening. Because of theoretical inadequacy, what other people say or do is unconsciously distorted to conform to an absolute interpretation. Because of the habit of avoiding the grasping of relations in meaning, dogmatism shows in unconsciously accepting contradictions; even reading and listening as well as speaking are conducted in fragmented fashion without logically placing the parts in the context of the whole.

Dogmatic decision-making may take any one or combination of several forms. One form is decisionism in which a decision is made between conflicting values and convictions without recourse to rationally compelling arguments about these values in convincing discussion. Voting to make a decision is very often decisionistic. The technocratic selection of a course of action on the basis of recommendation by technical experts is a modern version of decisionism. Technical rationality in the choice of means goes hand-in-hand with irrationality in the choice of goals as valued ends. A second modern form of dogmatism in making decisions about what to do is that of activism (or revisionism). The activist (or revisionist) flits from one course of action to another without rational grounds for each revision. Activism is concerned with merely doing and rejects bringing the cultural resources of established intellectual procedures and substantive knowledge to the process of decision-making. To be rationally active is one thing; to be activistic or revisionistic is the opposite.

Philosophy

As Horkheimer (1972) has pointed out, there are different schools of philosophy holding different views of the nature of the field. However, there is an intellectual tradition which historically has accorded to philosophy certain tasks: the explication of concepts and the criticism of existing beliefs, views, norms, and human conditions. This traditional role is exercised in critical philosophy (Broad, 1949).

The explication of concepts in philosophy does not follow the strategy used in natural science to *pin-down* a concept to a formula. Instead, a logical structure (or framework) is developed through acts of cognition in which attention is given to basic conceptual categories and their relations. These

acts of cognition involve the manipulation of words as symbols of meaning to develop insight. For example, it was through explication of the concept of action and the development of theories of action by such people as Arendt (1958) and Wittgenstein (1953) that we gained insight into the inadequacy of positivistic and physicalistic social science; human action was shown to be something other than the movement of bodies in space.

While negation plays a role in philosophical criticism, such criticism is not mere negativism or complaining. The critical effort of philosophy is motivated by an attitude of not accepting prevailing beliefs, actions, and social conditions blindly and from habit. The aim in criticism, according to Horkheimer (1972, p. 270) is to bring together the singular aspects of social life with each other and with the ideas and aims of the epoch in history (a concern for wholeness), "to distinguish the appearance from the essence," to examine the underlying foundations or grounds, in short, to understand rationally that which is examined.

Habermas (1971) accepts this traditional role of criticism but points out that, in a society where technical rationality is dominant and irrationality exists in other areas of life, there is an important role for critique. The aim of critique is to help individuals, groups, and societies rationally replace irrational views with views more rationally reflective and, therefore, to move toward a mature and autonomous stage of reason. Thus, critique is educative; as Fay (1977) shows, critique seeks to help people change themselves through rational learning where they develop their own (but more legitimate) views. The process of critique is one that 1) discloses self-produced unconscious misunderstandings of existing social conditions and the assumptions underlying these false perceptions, 2) analytically negates these limited perceptions and the false conceptions in the underlying assumptions, and 3) reflects the consequences to human happiness and well-being when these false perceptions and conceptions are held.

Critical philosophy is dialectic in method. The method of dialectic is one of dialogue or discussion in which the aim is to articulate meanings and the grounds by which certain claims to truth or value are made so that they may be subjected to critical analysis. Dialectic takes no favored position but

examines all positions with intellectual honesty; it is neither for nor against persons whose views are being considered. It is an open or perpetual process in that views are never closed. To participate in dialectic requires mental aliveness rather than mere receptivity. It is a historical and social process of cooperative inquiry in which any discussion, any paper or book is but a moment in that process. Dialectic follows a rationally intuitive logic and makes use of the standards of argumentative reasoning.

A Role for Philosophy in Home Economics

Having explored impersonally established rules for the use of the concepts of reason, dogmatism, and philosophy, we can now bring the intellectual substance of these concepts to bear on considering a role of philosophy in home economics.

Intellectual history reflects a continuous battle between dogmatism and reason. With technical rationality dominating the conception of reason, including the conception held in many academic circles, and with the resulting diminishing of other forms of rationality, we would expect to find dogmatism regarding values, views, and meanings co-existent with technical rationality even in the learned professions. Home economics would not likely escape this prevailing condition.

I am proposing an active role for philosophy in the interest of reason. This role is one of reflexive examination of home economics as a professional and intellectual field of endeavor. In reflexive examination, thinking is turned back critically upon our existing ways of thinking and of acting. This requires that we engage in philosophic thinking concerning the concepts we use and the process and standards by which we accept, reject, or revise our views concerning home economics including the views underlying our action.

Any conceptualization of home economics as rational inquiry necessitates our bringing to the task a variety of concepts and language terms in which the concepts are embodied. Neither concepts nor language can be given arbitrary or purely individualistic meanings. To be arbitrary is to be dogmatic; to be purely individualistic in meaning is to deny the possibility of rational discourse where people can understand one another in communication. Both with arbitrary and with individualistic meanings, mean-

ings are not open to public questioning and rational agreement on the rules for usage. As a consequence, concepts and language lack the intellectual substance of decades if not centuries of rational inquiry available to use in the resources of our culture. To fail to make use of such intellectual resources on the meaning of concepts and language terms is analogous to re-inventing the wheel.

For example, what concept do we hold regarding each of these: knowledge, theory, practice, relation between theory and practice, rational inquiry, science? How did we arrive at these concepts? Are they rationally justifiable or are they one-sided, inadequate, and dogmatically accepted? After all, home economics is a field of intellectual endeavor and some kind of conception operates regarding each of the above even if it is not consciously and logically formulated. How do we conceptualize the family (we often confuse the form the family can take with a conceptualization of the family)? Do we conceptualize a relation between the family and society or the family as an isolated entity? How do we conceptualize society; what theory of society do we hold? What role, if any, do we conceptualize history as having in the formation of the individual, the family, and society? Do we become preoccupied with information (e.g., number of women working, cost of living, changes in technical know-how for the homemaker) and fail to seek rational insight into existing conditions through the use of adequate conceptual frameworks?

What is our view concerning each of these: the tasks home economists are to take on, the knowledge required for performance of these tasks, the motives and norms which should guide relations among ourselves as home economists, what we do to change ourselves (to progress as a field of endeavor), the education of home economists? Is each view grounded in valid reasons? Is each view internally consistent? Are the various views non-contradictory? Are we in rational agreement on the views (reached through dialectic discussion)? Do we act in accordance with what we say we believe? The above are all areas in which we do something; do we accept and use our own capacities for reflective reason in what we do?

Refusal to examine our own ways of thinking and use of tactics for avoiding such examination would themselves be

indicative of dogmatism. Sometimes because they are outside our realm of special interests, we do not recognize that other respected disciplines and professions progress intellectually and morally through reflexive examination within their respective fields (Bernstein, 1976; Geiger, 1971; Hemmens, 1980; Perrucci, 1971; Scholte, 1974; Toulmin, 1972; Woodward, 1972). We must not confuse rational criticism with disloyalty to the field nor can we naively assume that there are no established intellectual procedures and standards for rational evaluation of concepts and views. Neither can we be so activistic that we can not suspend action when necessary to develop theoretical enlightenment that would help us to act rationally and competently. Nor can we be tolerant of self-deception among us — a false consciousness about ourselves and our field of endeavor that would have us believe that history guarantees progress.

What philosophic inquiry can do, if we are not resistant, is to enhance our own rational learning capacities as home economists. By encouraging and drawing upon these learning capacities, we can create an increasingly viable, useful profession respected for its intellectual and moral qualities. •

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President's Message

(Continued from page 59)

indicate a more healthy state of the profession. Note the work of Kieren Vaines, and Badir referred to in the last issue of the *CHE Journal*.

What some of the literature now appearing indicates is that we cannot prescribe home economics by its academic content or interdisciplinary nature. What makes the field special is the way in which knowledge and research are used.

As I interview fine, confident, mature home economists who are working in developing countries for a radio broadcast series, two things emerge. One is that each has gained a solid, evolving understanding of the field — a philosophy that has obviously been developing over the years. They know what home

economics is and does. They have built their concept of the field into their professional work — varied as it is — and they don't have image problems.

Second, one realizes that this field can be recognized more from its goals and the way it uses knowledge and research than from the body of knowledge from which it draws.

If home economists looked to some of those in Canada who are giving leadership to the development of sound working philosophies of the field and then worked to develop their own (and it is work) it is my belief that our image problems would float away — and there would be no more "closet home economists". •

Food History: A Key to Our Culinary Odyssey

Nancy Scrutton



Résumé

L'histoire de l'alimentation est un sujet d'étude qui a fait l'objet de négligence. Un nombre trop limité d'experts et un manque de documents écrits contribuent à son obscurité académique. Mais devant la popularité actuelle des recettes historiques et des livres des cuisine fac-similés, il est permis de penser que ces ressources éveilleront un intérêt dans ce domaine. Les coutumes et le mode de vie des premiers Romains y servent d'exemple pour illustrer les différents renseignements se dégageant d'une analyse de la littérature, des objets artisanaux et du travail artistique de l'époque.



Nancy Scrutton is an assistant professor at the University of Windsor, Department of Home Economics. She has a BA from the University of Windsor and an MA from Wayne State University.

Abstract

Food history is a neglected area of study. A shortage of experts and a lack of reading material contributes to its academic obscurity. Historic recipes and facsimile cook books have become popular and it may be through these resources that an interest in this subject area can be aroused. The habits and lifestyle of the early Romans are used as an example of the kinds of information to be derived through an examination of the available literature, artifacts, and art work.

Food history is one of the most intriguing avenues in the study of foods. Why then has this area seemingly been academically neglected over the years? Is it because of the priority given to complex and current issues? Or is it because it is such a taxing subject? A food historian would need to be proficient in French, Italian, Arabic, and the Old English languages with a knowledge of politics and religion, the social sciences, natural science, and expertise in food preparation. Clearly, there are not many with these qualifications.

Added to qualification problems, is the lack of reading materials to spark new interests in this field. Such interesting and well researched books as Anne Willan's *Great Chefs and Their Recipes*, or Madge Lorwin's *Dining with Shakespeare*, usually have a short-lived popularity. They then pass into the *Remainder Book Shops* and are subsequently out of print. Publishers want to sell in volume, and there is no chance, they believe, of this happening with historical food books! Universities and colleges fail to see the merit of food history in their curriculum and only a couple in all of Canada have ventured to offer this morsel of the past to their students. Some institutions can't decide if this is home economics or history and so it falls by the academic wayside.

Alas, it seems we devotees of gastronomic history are fighting a losing battle. However, all is not so bleak, especially for the serious student. Although there are not experts on a whole range of specific topics, certain people have emerged as prominent in one or two areas and we look to them for information and guidance. Dr. Elisabeth Rosenbaum and Barbara Flower researched the work of Apicius, a Roman writer, and from their book, *Apicius: The Roman Cookery Book*, we learn much about Roman eating habits. Dr. Lorna Sass has produced three works on medieval dining and feasting and those requiring information on this period can look to her for

advice. These works are probably not in the local book store and may even be out of print. However, one should learn never to let an out-of-print book stop their quest for the truth! Shops specializing in rare and out-of-print books have sprung up in the past few years and, while the prices may be high, the treasures found there more than offset the inflated cost. Membership in antiquarian societies is also helpful for those who want to pursue historical writings.

Some people have the mistaken impression that food history is simply a collection of "old recipes". However, those old recipes have enabled us to identify, albeit with some difficulty, the farming habits, the lifestyle, the economy of the times, and the home skills of people at definite periods in history. The difficulty lies in the fact that many foods mentioned in the diaries, kitchen record books and household accounts, are now extinct or have changed so dramatically, that we are unable to determine exactly what was meant by a certain notation or direction. In addition it wasn't until the 18th or 19th centuries that anything was written for, or about, the middle and lower classes, and they didn't keep household accounts or records.

In the past few years, facsimile copies of first edition works have been available on the market. *The Original Boston Cooking School Cook Book 1896* by Fannie Merritt Farmer is a good example of a facsimile book that has been relatively popular. Perhaps this is due to the fact that most associate her name with modern confections. Besides investigating the actual manuscript as written by Miss Farmer, one can see exactly where the state of nutrition was at in 1896. Miss Farmer notes that all food nutrients are divided into five groups. She omits vitamins, as they were not then isolated by food scientists! Perhaps it is through these inexpensive facsimile cookbooks that an interest in the culinary past can be kindled. Modern recipe books flourish so why not historical recipe books!

Many believe the study of food history begins with the Romans, but we have even earlier evidence of eating habits. Prehistoric man domesticated our "modern" animals more than 5,000 years ago and cultivated crops like wheat and rye. Ancient Sumerians and Egyptians left us detailed pictorial documentation — via their bas reliefs and hieroglyphics on tomb walls — about bread making, fruit collection, and beer brewing. Roman cuisine, however, is the earliest about which we have easily translated, written evidence. To illustrate the types of information one can discover from investigating food and eating patterns of various cultures, the Romans will be put under the historical microscope.

Apicius was the author of that first cookbook. He wrote two books, one a general recipe book and one with special sauce recipes. His books were copied throughout the ages by entrepreneurs who understood the profitability of the name Apicius.

M. Gavius Apicius probably lived about the time of Tiberius, in the 1st century A.D. We know he wasn't a fictitious character, as his name is mentioned by many other writers, among them the poet Seneca and St. Jerome (Flower & Rosenbaum, 1958, p. 12). He probably was the first in the long line of "temperamental cooks", as he poisoned himself, rather than have to live with only ten million sesterces. He feared that on this paltry amount, he surely would starve to death!

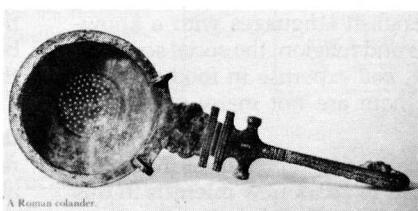
His recipes make use of many spices, so it is assumed he wrote for professional cooks, as the ordinary person couldn't afford such luxurious items. Another clue to his readership is the fact that no instructions or amounts of ingredients were given. Clearly, more than basic knowledge of cookery was needed to use his recipes. Lastly, only the educated upper classes could read.

Sauce For Meat Slices: Pepper, lovage, parsley, welsh onions, toasted almonds, Jericho dates, liquamin, oil, a little mustard. Color with defrutum. (Flower & Rosenbaum, 1958, p. 165).

The Roman people seemed to dislike the taste of plainly prepared foods. Sauces were served with everything, or so it seemed. The ingredients they added to basic food items such as asparagus or pears, and the treatment they gave them, dramatically altered the color, texture, and taste. Apicius said with pride, "No one will know what he is eating" (Flower & Rosenbaum, 1958, p. 20).



Roman Condiment Strewer or Salt Container*



A Roman Colander*

The tradition of pounding foods into a mushy texture persisted through the years and was carried on in England and France into the Middle Ages. It wasn't until the Renaissance, that Italians and French chefs recognized the pleasurable experience of dining on foods prepared and served in a natural state.

All Romans used wine, from new to old, both hot and cold for their cooking and drinking. According to Dr. S.C. Gilligan of Santa Monica, California, the practice of warming wine contributed to lead poisoning and the eventual downfall of the Roman Empire! He and his colleagues feel the lead-lined water pipes, lead-lined cooking utensils and lead-based cosmetics, all eventually caused plumbism in the upper classes. The lower classes on the other hand, used clay pots, little or no make up, and sometimes the water from nearby rivers. His is an interesting theory for food historians to research!

*Source: *The Joy of Eating*, by Katie Stewart, Stemmer House, Owings Mills, Maryland.

Persons familiar with cookery of early Rome will be acquainted with the famous *liquamin* or *garum*. This salty, rancid fish sauce was commercially produced and bottled in Pompeii. M.F.K. Fisher, in her delightful work, *The Art of Eating*, describes what may be our reaction to *garum*:

One course of a Roman meal would lay us very low, probably, and strip our palates for many days of even the crudest perceptions of flavour.

Look for a minute, hand over nose, and a piece of ice on tongue, at the recipe for *garum*: "Place in a vessel all the insides of fish, both large fish and small. Salt them well. Expose them to the air until they are completely putrid. In a short time a liquid is produced. Drain this off." (Fisher, 1976, p. 32-33).

However, Middle Eastern countries still use a similar sauce called *nuoc mam*. Distilled anchovy sauce is available in specialty foods shops in cosmopolitan cities. This Roman sauce has continued through time and even though it isn't used in North American cuisine, it is used in other parts of the world.

Cheese was another popular Roman foodstuff, especially in the form of cheesecakes. An interesting dish made with this ingredient and described in literature is *laganum*. Equipment for making *laganum* was discovered in Pompeii (Watson, 1962, p. 38). This dish consisted of wide noodles, topped with cheese and a meat or fish sauce. Sound familiar? What modern Italian restaurant could omit lasagna from their menu?

Bread and grains were fundamental to the Roman diet. Huge commercial bakeries have been unearthed at Pompeii, which probably were used for the upper classes. The lower classes would probably have had to make their own bread. Grain had political overtones in Roman times. It was Gaius Gracchus, who in 122 B.C. instituted a subsidized allocation of grain. This distribution of grain to the people was termed "annona" and it is said that when the ships carrying grain were late arriving, people rioted in the streets.

Spices were as valuable as gold. Items like cumin, coriander, saffron, and pepper were prized and highly priced. The price of cinnamon was maintained at a high level by traders who invented stories about the tremendous dangers to be encountered when one collected cinnamon. Reay Tannahill in *Food in History* tells us that the barbarians who destroyed the Roman Empire demanded as

tribute, not only land and subsidies for their chiefs, but also 3,000 pounds of black pepper (Tannahill, 1974, p. 104). One other spice, silphium, but also known as laser or laserpitium, grew in Cyrene and coins from this country bore the plant's picture. As with many other items, exploitation made it extinct. (Flower & Rosenbaum, 1958, p. 28).

The discovery of hoards of Roman cooking utensils in Egypt at military sites and Pompeii gives us even more clues as to the daily food habits of early Italian peoples. Most cooking was done on a small iron tripod and gridiron set over burning charcoal. Archeologists found ornamented water heaters which may have been used for cleaning dishes and for cooking. Items such as pastry molds, frying pans with long, folding handles, square pans with pouring lips and sets of chopping knives have given the modern world a wonderful glimpse of life in ancient times. Elegant pottery and glassware was the rule in the homes of the wealthy. Examples of many of these items can be seen at the Royal Ontario Museum in Toronto, and at the Corning Glass Museum in Corning, New York.

This glimpse of Roman culinary habits is by no means exhaustive but rather it is meant to whet the reader's appetite. Similarly intriguing aspects of culinary habits can be found, for example, during the Middle Ages, the Italian Renaissance, Elizabethan, and Colonial periods. Each of these broadens one's understanding of the social, historical, and cultural milieu. As stated previously, there are barriers to one's pursuit of this knowledge. The rewards, however, are worth the effort. •

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Decision to Breast-Feed

(Continued from page 90)

rapidly. This may be attributed to removal from a supportive environment, to the extra, and perhaps conflicting, duties of return to family life, or it may represent a reversion by the mother to her own preference for bottle-feeding.

Through the strategies described above, the perceived advantages of breast-feeding to the mother, child and society may be maximized. This implies that breast-feeding is represented as being the **normal** way of feeding an infant. Whilst acknowledging that artificial-feeding does have a place, and that it is important to avoid producing guilt-reactions in bottle-feeding mothers, we should strive to reinforce the concept that "**breast is best**". As an American paediatrician said in 1940:

There is no substitute for breast milk. The only way to humanize cow's milk is to pass it through the mother. (Kugelmass, 1940) •

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Symposium

June 8-12, 1982 Adolescent Nutrition and Food Behavior at the University of Prince Edward Island.

On campus accommodation available.

Registration fee \$65.00. For programme information and details contact: Adolescent Nutrition Symposium, Department of Home Economics, University of Prince Edward Island, Charlottetown, P.E.I., C1A 4P3, (902) 892-4121.

Nutrition for the athlete has become a subject of increasing interest and controversy. Dietary and nutrition misconceptions regarding training periods and pregame meals are common among athletes. The misguided ideas of athletes concerning nutrition may be at least partially related to a lack of nutrition knowledge.

An athlete's performance can be severely hampered by poor nutrition. However manipulating an existing balanced diet cannot improve this physical performance. Training skill, mental attitude, co-ordination, and genetic makeup are also important to athletic success.

In general the athlete needs the same nutrient as the non-athlete. By virtue of high energy expenditure, the athlete will require a greater energy intake than the average person, to maintain optimal body weight and, in the young athlete, optimal growth and development.

The energy requirement for athletic performance will vary, depending on the type of sports. Many sports are *single efforts* such as ski jumping, diving, and field events. Others are of short duration such as hurdle races, pole vaulting, short distance swimming, and short distance skiing. There are sports such as golf, archery and fencing that make rather small demands on muscles. For all these sports, the energy cost is comparatively low.

Sports requiring extra energy expenditure over a long period include hockey, basketball, squash, long distance swimming, long distance running, and football. The hours of training and preseason conditioning of the athlete vary substantially depending on body size and weight.

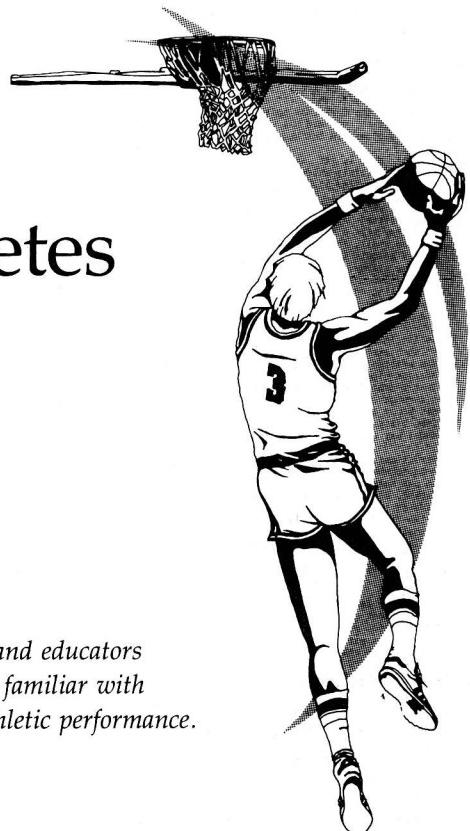
What then constitutes *optimal diet* for athletes? The diet must supply adequate amounts of water, kilocalories, fat, proteins, carbohydrates, vitamins and minerals. Optimal diet should be maintained during the entire year, not only during the competitive season.

Water

The maintenance of water balance is critical for the athlete. Due to heavy physical activity, high sweat rates and often extreme environment, the body may become dehydrated and athletic performance can be significantly affected. Thirst is not a good indication of the need of water.

Nutrition for Athletes

Eva Lee



It is important for coaches and educators involved with athletes to be familiar with basic nutrition principles and athletic performance.

Kilocalories

The caloric requirement of the athlete will depend on the age, sex, weight, type of activity, and the frequency, intensity and duration of the sport. Generally, the nutrients — protein, fat and carbohydrate supply the kilocalories needed for daily energy expenditure. However, carbohydrates are the most efficient energy source. Increased caloric needs can be obtained from the use of foods containing complex carbohydrates.

Proteins

The protein needs of an athlete are similar to those of the average individual of the same age and sex. There is no evidence that excess protein intake will enhance physical fitness and athletic performance.

Fat

Although fat is a concentrated form of energy and can be utilized during prolonged exercise, it is a less efficient source of energy during exercise than carbohydrates.

The amount of fat generally recommended for the average healthy individual is sufficient to meet the needs of the athlete.

Résumé

Les besoins alimentaires d'un athlète sont similaires à ceux d'un individu moyen. Les objectifs de cet exposé sont de passer en revue les exigences alimentaires, de discuter quelques erreurs fréquentes concernant les manipulations diététiques, les suppléments et les idées fallacieuses associées à l'alimentation et à la performance athlétique.

Abstract

The nutritional needs of an athlete are similar to those of the average individual. The objectives of this paper are to review the nutrient requirements, to discuss some common misconceptions regarding dietary manipulations, supplements and fallacies associated with nutrition and athletic performance.

Eva Lee once worked as a dietitian in Melbourne, Australia. After graduation with an M.Sc. in Biochemistry from Queen Elizabeth College, University of London, England, in 1967, she joined the College of Home Economics, University of Saskatchewan where she is now Professor of Nutrition. Her research interests are in the areas of geriatric nutrition. She recently presented a paper at the Society of Nutrition Education in San Diego on "Nutrition Attitudes, Knowledge and Practices in the Elderly".

Vitamins and Minerals

There is no evidence to support that dietary supplements will improve athletic performance or correct faulty foods habits. Overdoses of certain supplements could be dangerous and hazardous to health. It is cheaper, safer and easier to adjust food intake to meet the body's nutrient needs than dietary supplementation.

Salt and Electrolytes

During heavy prolonged physical activity, sweating may result in water and electrolyte loss. The best replacement of water, salt and electrolytes are the use of regular foods — fruit, fruit juices, soups, meats and plain water. Salt tablets may not be well tolerated and many lead to nausea and gastric discomfort.

Pregame and Postgame Meals

How much, when and what should an athlete eat before an event? The timing and type of pregame meal for short duration events will have little influence on the result of the activity. Timing of the pregame meal is more important in contact sports or events of long duration. Generally speaking, pre-game meals should be selected based on familiar food habits, avoiding foods which take a long time to digest and absorb. A high carbohydrate low fat pregame meal, eaten three or four hours before an event may be the answer. A pregame meal could include skim milk, a sandwich, cookies and a banana.

Commercial liquid meals though convenient, are expensive and unnecessary. Athletes that experience nausea or stomach cramps as a result of nervous tension before an event, may select a *home-made* liquid meal. This could be a mixture of dry skim milk powder, skim milk, water, sugar and flavouring.

Appetite may take sometime to return to normal after a strenuous competition. The suitable nourishment immediately following strenuous activity is a liquid, such as fruit juice. When appetite returns, a normal meal should be consumed. The meal may be light or heavy depending on time of day, appetite and individual preference.

Carbohydrate Loading

Carbohydrate loading also known as glycogen loading is a dietary manipulation of increasing the muscle stores with carbohydrates (glycogen) to be used in activity. This is to extend the

time that the activity can be performed. Carbohydrate loading does not change the speed of the performance. For continuous activities lasting longer than 30 to 60 minutes, like long distance running, and long duration cycling, carbohydrate loading may be effective for some individuals. However, most events are of short duration and carbohydrate loading is generally ineffective. Side effects of fatigue, irritability, nervousness, nausea and vomiting may develop. Athletes planning to manipulate their diet with carbohydrate loading should do so under the supervision of a physician.

Although it is encouraging to see the interest in nutrition, it is discouraging to see the increase in misinformation and half-truths and alleged benefits of special diets and dietary supplements concerning nutrition and athletic performance.

The diets for athletes are composed of a variety of foods from the basic four

food groups. Dietary supplements and theories regarding nutrition and physical performance should be carefully evaluated to avoid falling prey to myths and fads. There are no magic or miracle foods available for the athlete nor are the nutritional requirements unique. Because of this, it is important for coaches and educators involved with athletes, to be familiar with basic nutrition principles and athletic performance. •

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Elva Perdue Receives Award

Elva M. Perdue, Director of Nutrition Services, Community Health Services, Alberta Social Services and Community Health, was the recipient of a 1981 Alberta Achievement Award for excellence in the field of Public Health. She has been a leader in public health nutrition in Canada for more than 25 years.

Miss Perdue was particularly cited for her contribution in the development of *A Guide to Infant Nutrition: The Rationale for Health Professionals*, which was produced and distributed by Nutrition Services, Alberta Social Services and Community Health.



Miss Perdue was instrumental in establishing an awareness of the role and need of community health nutritionists, which is reflected in the increase of this professional expertise in communities throughout the province. Elva is a life member of the Canadian Home Economics Association.

I enjoy my work so immensely, that it hardly seems like work. After working for Alberta Agriculture for a few years, I decided to free-lance, which brought me to my present employment. My husband and I now own and manage the MacPhee Workshop which is both a retail store and a teaching establishment.

I believe that sewing can and should be fun. To ensure this, I know that a person must have the easiest and most basic patterns and the most suitable fabrics available. Our workshop has been striving to perfect both these variables. Since our focus is in outerwear, namely parkas, footwear, mitts, vests, etc., we have developed and printed the patterns and instruction books which put these items within the scope of the average home sewer. We have gathered fabrics from all over Canada which work well for our patterns; many of these fabrics are now being made to our specifications.

At first, I taught all the workshops, but I now devote more time to developing new classes and patterns, employing staff to carry on established classes. There are now 20 trained instructors, giving our MacPhee Workshops throughout Alberta and ordering fabric through our central supply house. Classes being conducted cover topics such as: parkas, mukluks and slippers, mittens, ski vests and jackets, anoraks, outdoor accessories, and kites. Printed patterns and/or fabric kits are being marketed for many of these items.



Author and her family in their parkas

Linda MacPhee currently runs her own outlet "MacPhee Workshop" in St. Albert, Alberta. She has a B.Sc. in Home Economics and a professional Teaching Certificate from the University of Alberta. Her work for Alberta Agriculture in northern Alberta sparked her first interest in native and outdoor crafts. Linda has been teaching textile related courses at the adult level for the past fifteen years. She also does extensive television teaching of crafts for both the CBC and CTV networks.

On the Job

Profile of a Home Economist

Linda MacPhee



Author displaying front and back of parka made at MacPhee Workshop

The largest part of our business is in parkas and at present that gives me the most satisfaction. It is very gratifying to take adults (men or women) and help them complete garments that look so good and make them feel so proud. Almost without exception, those who have made one return to make more.

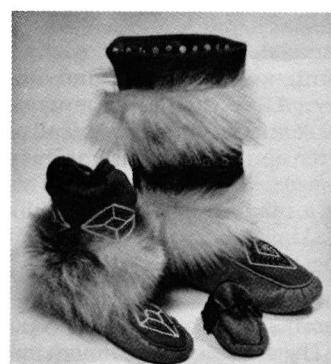
Another activity in which I have been heavily involved is craft marketing. For three summers I managed a sixteen-day Alberta-wide craft fair.

Mascot manufacturing is also one of our sidelines. MacPhee Workshop has completed a full-sized owl for the Alberta Government and a huge man for a Calgary soccer team. These are handmade using soft sculpture techniques with fabric and fibrefill.

An aspect of my career that I especially enjoy is taking workshops around the country. Last year I travelled from the Northwest Territories to Ontario. My mission is to show participants that the results of sewing can be creative, satisfying and money-saving.

My degree in textiles has opened the door for me a number of times. It gave

me the initial credibility and confidence to set out on my own. Since then—I've never looked back! •



Mukluks and moccasins made by author

Editor's Note

Responses to the *CHE Journal* Readership Survey indicate that our readers have a strong interest in knowing about what other home economists are doing. This article is the first in a series written by home economists describing their work. If you would like to write an article, contact one of the co-editors.

Photos Courtesy of Heritage Magazine, Government of Alberta

Abstracts of Current Literature

Submitted by

St. Francis Xavier University
Antigonish, Nova Scotia

Heart healthy eating and exercise: Introducing and maintaining changes in health behaviors.

T.J. Coats, R.W. Jeffery and L.A. Slinkard.
1981
American Journal of Public Health,
71:15-23

A school-based health education program was developed to change eating and exercise habits of elementary students. It was designed to increase consumption of complex carbohydrates; to decrease consumption of saturated fat, cholesterol, sodium and sugar; to increase physical activity; and to generate these changes to other family members. Participants were all students from three classes of fourth and fifth grade at schools 1 and 2, respectively. The parents gave written consent and were kept informed by handouts and parent meetings throughout the program.

Baseline data was collected. The nutrition portion of the program was introduced first and included six class instruction periods, related classroom activities, demonstration of ways to change in accordance with the concept taught, and behavioral modeling of ways to ask parents to buy, serve and pack for lunch the heart-healthy foods recommended. A commitment to change one specific habit before the following class was also encouraged. The exercise portion of the program followed a similar design but was introduced two weeks later than the nutrition portion.

Evaluation included direct observation of eating and activity by trained observers, inspection of school trash, a knowledge and preference test, and family interviews by telephone. Results of pre-program, post-program and four month follow-up were compared. Results indicated improvement in eating behavior at school, in knowledge about heart-healthy nutritional practices and preferences, and in reported family eating habits at home. On follow-up the reported preferences were found to decline in both schools.

The exercise intervention program was unsuccessful but findings suggested future programs should focus on active games (chase and tag, football) rather than physical activity itself. The success of the nutrition portion was attributed to the inclusion of behavioral commitment, feedback and incentives, and family involvement.

Ann D. Sullivan, PhD

Wife's occupational status as a consumer behavior construct.

C.M. Schaninger and C.T. Allen.
1981
Journal of Consumer Research, 8: 189-196

Unlike the customary comparisons made between working-wife and non-working-wife families the authors in this consumer research study compare the lifestyles and consumption differences between three family-classifications based solely on the wives' occupational status, namely: HSW — High occupational-status working wife; LSW — Low occupational-status working wife and NWW — Non-working wife. Families with wives in the top three white-collar categories, such as professional, administrative, are classified as HSW families; those in the lower four categories, such as secretarial, technicians, are classified as LSW families; and those not working are classified as NWW families.

The general areas considered were: food and beverage consumption, shopping behavior, makeup usage and dress purchase, television viewing and ownership, major and minor appliance ownership and automobile ownership. The 550 households in the Ottawa-Hull metropolitan area were chosen with great care. The response-rate to the questionnaire used was 59%.

The testing enabled them to discover that the LSW families consumed more convenience foods than HSW families. That HSW families purchased more imported wines and LSW families more

domestic wines; that HSW wives paid less attention to grocery specials than the other two groups; that the LSW wives used more makeup and the HSW wives purchased more expensive clothes than either group; that LSW owned more television sets and watched more television than the other two; that there is a slight tendency for HSW families to own more appliances than the other two and that there is no significant difference in car ownership between the three groups.

The authors contend that this three-way classification is an improvement over the customary two-way groupings as it allows differences to be discovered that would be lost with a two-way classification.

Lucy Hamboyan, B.Sc.

High-fiber diets for diabetics: Unconventional but effective.

J.W. Anderson and B. Sieling.
1981
Geriatrics, 36(5): 64-72

The hypothesis was made that, since diabetes is rare among rural Africans consuming high-carbohydrate and high-fiber diets, this disease in the Western world may be influenced by fiber-depleted diets.

Most plants contain insoluble fibers, which speed up stomach emptying and small intestinal transit, as well as soluble fibers which delay these processes. The gelatinous globule formation by the soluble fibers and the delay in stomach emptying slows glucose absorption from the small intestine. Postprandial hyperglycemia is thus lower following high fiber meals than after those low in fiber.

Fiber may exert a protective effect on the atherosclerosis problem by lowering blood cholesterol levels and altering lipoprotein synthesis so that low-density lipoprotein cholesterol concentrations in serum are lowered while high-density lipoprotein concentrations are raised.

A control diet with 43% carbohydrate, 18% protein, 39% fat, and 20 gm plant fiber was given 12 adult-onset diabetics for six days. This was followed by a high-carbohydrate, high-fiber (HCF) diet with 70% carbohydrate (3/4 complex and 1/4 simple), 18% protein, 12% fat and 65% plant fiber for 18 days.

No changes were effected in insulin requirements during the control diet but they were reduced in all patients on the HCF diet. Even with lower insulin doses, fasting glucose declined in the HCF regime as did the serum cholesterol concentrations.

Improved insulin effectiveness was deemed the reason for the favorable effects of the HCF diets brought by the lower free fatty acid concentrations in the blood with restricted fat intake, and an increase in the number of insulin receptors and in activities of glucose-metabolism enzymes with high carbohydrate.

More practical high-fiber maintenance diets were developed and presented as representative for long-term use by maturity-onset diabetics.

Leona Morrissey, MNS

The next 10 years for fibers.

Jack W. Goldstone.

1980

ACPTC Inc., National Meeting Proceedings 1980

Past growth in the textile industry was fueled by such things as increasing population, increasing consumer affluence, penetration of man-made fibers into natural fiber markets and new fiber applications. While these remain significant influences, the prime stimulus in the 1980's seems to be the consumer whom market research describes as "more affluent, more demanding, and more selective than ever before". Textile fiber producers and manufacturers of textile products at both the micro and macro levels of the economy are dealing with more sophisticated consumers, who demand quality, value, style and variety simultaneously in finished textile products, as well as in fibers for whatever use—apparel, furnishings and industrial needs. Catch words from the recent past—such as disposability, obsolescence, quick replacement are no longer acceptable. Consumers will now settle for longer fashion cycles, 15 year life carpets and 45,000 mile tires. The demand for variety in textile products re-

sults in market fragmentation which gives birth to highly specialized fibers fitted into rather narrow market targets. Among the probable accomplishments in the textiles field in the decade of the 1980's will be: aesthetically improved noncellulosics (comfort, hand); higher modulus organics for industrial application; edible fibers (textured protein); asbestos substitutes; composites (fiber/plastics) in many end uses, and mixed continuous filament yarns for combined properties.

Sister Catherine Peters, PhD

A comparison of intentional parents and intentionally childless couples.

H. Feldman.

1981

Journal of Marriage and the Family,
43:593-600

Satisfaction of parents and childless couples with their lifestyles was compared. The sample consisted of 42 married couples who have children and 37 childless couples. The married couples were participants of a pre-natal class. They were asked to complete a questionnaire either prior to commencement of classes or after classes were dismissed. They were awarded an honorarium upon completion of the questionnaire. The same questionnaire was mailed to those who could not attend the sessions. The childless couples were members of the National Alliance of Optional Parenthood, an organization which strives to support couples who voluntarily remain childless. Demographic findings indicate similarity in husbands' education, age and occupation status of the two groups of couples. Wives of childless couples were found to have received more education than wives of parent couples. They also tended to have religious affiliations. Specific indicators of satisfaction included family of orientation, self-concept and marriage. Family of orientation was measured by prodding marital satisfaction of respondents' parents, the dominant parent, closeness to mother and values of parents. Self-concept was measured by examining respondents' self-esteem and sex role attitudes which consisted of "second-sex" attitudes and attitudes towards parents. Marriage was measured by participants' responses to questions relating to marital satisfaction, marital interaction and locus of decision-making. Findings suggest no significant difference in family of

orientation measures between parent and childless couples. Parent couples were more likely to hold traditional attitudes towards women while childless couples attached importance to achievement and independence as well as feminine traits. Marital satisfaction was high for both groups. Childless couples expressed more positive marital interaction than parent couples as such is evidenced in the decrease in frequency of interaction between parent couples after the birth of the child. The researcher attributed such occurrence to displacement of the wife by the child. •

Lena Horne, M.Sc.

Letters

I enjoyed reading Jeanne Carter's comments entitled "The Image of the Home Economist" in the Fall (1981) issue, p. 230. Many of her observations were genuine and valid. However, one item is askew. Quote, "Is it necessary to print the menu in a notice of meeting? Would this be done for a men's business seminar?"

I am employed by a large food service company and one of my strengths lies in menu development. One of our clients, a society with an almost entire male membership, enthusiastically adopted my suggestion of printing, in their newsletter, the menu being served at the upcoming meeting. This has proven to be an effective marketing tool for the society's executive; members chat about the menu as they would the guest speaker; the menu entices membership attendance; and it adds a personal touch to an otherwise very businesslike newsletter.

As to whether or not men's business seminars follow this procedure—well frankly—who cares? Improving our professional image does not entail copying the example of men. Because we are indeed professionals, we have developed and continue to improve on a unique manner and approach. I would suggest following our president, May Maskow's suggestions of selling this package rather than changing it.

Carol Culhane
Kanata, Ontario.

Book Reviews

Person to Person. By Connie R. Sasse. Peoria, Illinois: Bennett Publishing Company, revised 1981. p. 393; \$12.68.

This is a well written book which could help young people to learn about relationships. It would serve its purpose very well in a classroom environment where discussion was encouraged.

Five units together form a method to teach people to learn about themselves and others, so they may understand how to build person-to-person relationships. The first unit deals with relationships in a changing world. It deals with changes in today's society, stress placed on relationships and the skills needed in these relationships. Learning to understand oneself better is the aim of the second unit. Self-concept, self-acceptance, needs, values, decision making and personal decisions are all discussed.

People relating to others is the third unit's topic. Relationships, as well as communication skills, roles, and conflict are defined. The fourth deals with family relationships. The family is discussed in many aspects such as function, crises, love, forming a family, changing lifestyles and family breakdown. The last unit considers the larger world. Here relationships involved in groups, the work world and in careers are discussed.

Overall, this is a good presentation of relationships for students at the high school level. Topics such as drugs, sex, death, divorce and singlehood are openly discussed in an easy adult manner. "Experiences in human relations" is a short section found frequently in every unit to give the reader an opportunity to discuss thoughts which were developed in the previously read material. Also found are summaries which briefly list main points presented.

Names and situations present as many various walks of life as could be possible. Both metric and imperial measurements were used. References made to the United States may cause complaints from Canadian readers, however the references are very few.

Reviewed by:

Lori Castellan, B.Sc. H.Ec.
Research and Product Development,
J.M. Schneider Inc., Kitchener, Ontario

The Developing Child. By Holly E. Brisbane. Peoria Illinois: Chas. A. Bennett Co., Inc., revised 1980. p. 480; \$15.96.

The Developing Child although obviously designed for the adolescent market has some serious shortcomings which prevent its recommendation as a secondary school textbook. The book was first published in 1965 and then revised in 1971 and again in 1980. However, although some of the revisions are timely and well presented the book fails to address the important social problems presented by adolescent pregnancy and working mothers.

Although a complete chapter is devoted to "Considerations Before Pregnancy" only a few paragraphs are devoted to the problems of adolescent pregnancy. There is no discussion of sexuality or voluntary childlessness and only scant mention of the problem of infertility. The book, in fact, subtly encourages childbearing in the young, by its preponderance of cute baby pictures and photographs of mothers barely out of their teens.

Although the preface states that the book shows "contemporary roles for men and women," the illustrations used only show women in a housekeeping role. A few paragraphs about working mothers are included under the heading "Emotional Problems," however a thorough discussion of the topic is missing.

Technically the book is well done although there are too many unnecessary photographs. The illustrations of fetal development are colorful and well labelled and the cartoons interspersed throughout the book are truly funny. There are several study aids included in the body of the text, summaries, case studies, review questions and discussion questions. However there are no footnotes, suggestions for additional reading or bibliography. A student guide and a teacher guide accompany the book, but were not available for review. Given the preponderance of good Child Development textbooks on the market, this one is a disappointment.

Reviewed by:

Nancy Hall, M.Sc.,
Head and Assistant Professor,
Department of Home Economics,
University of Windsor, Ontario

The New Vogue Sewing Book. New York: Butterick Publishing Company, 1980. p. 511; \$21.95

The most obvious changes to the "new" book are the size and updated illustrations. (This book was compared to the 1970 edition). New chapters, "Very Easy Vogue" covering easy designs, fabrics and sewing techniques; "Fabrics Requiring Special Handling" including knits, sheers, lace, leather and fur; and "Men's Fashion" add to the size. The illustrations, both sketches and color plates reflect contemporary fashion, although many drawings of construction techniques remain unchanged.

The material has also been slightly reorganized which is an improvement over the old edition, with two exceptions. The plates on color would be better located nearer that section in the book, and on page 48 a reference is made to information on page 51; this is found on page 51 of the old book, not the new edition.

Other new or expanded sections worth mentioning are: creation of a pattern; information on the Vogue catalogue; fashion designers (regretably, their photos have not been updated); understanding ease; and personal fitting patterns. New sewing techniques include double stitched seams and application of knit bands.

This book takes the sewer from fabrics and the art of design through pattern selection and fit to constructing the garment. It includes the use of linings, underlinings, interfacings and trims, finishing techniques, fasteners and tailoring. The "Very Easy" section offers alternatives to "traditional" techniques. Like the former edition, it is clearly illustrated with color plates for added interest. One drawback is that the book is not written with metric measurements. The only places these appear are in the measurement charts.

This book is suitable for anyone who sews, whether experienced or inexperienced. It is a favorite among the students and is a popular gift choice. In my opinion, it is an excellent reference for anyone with an interest in sewing.

Reviewed by:

Rose Fedorak, B.H.Ec., M.Sc.

Associate Professor

University of Saskatchewan, Saskatoon

People: Caring, Deciding, Growing. By Helen McGinley. Lexington, Massachusetts: Ginn and Company, 1980. p. 569. \$17.15, Teacher's Guide \$11.75.

"People" is a general home economics text written for the Grade 9/10 level. The book is divided into five units namely People, People and Management Decisions, People and Environments, People and Food, and People and Clothing. These all focus on the basic facets of living. Each title is a blanket for the coverage of specific topics, 62 in all. Although each unit handles different subject matter, all are tied together with several underlying concepts. These include self-concept, human relationships, decision-making, resource discovery and management, consumer skills and quality of life. All are highly relevant concepts for today's youth. As seems to be the trend currently, the text is liberally illustrated with color photos, black and white photos, clever graphics, sketches, diagrams and charts. Without exception these illustrations add an extra learning component. Each unit is introduced with a most attractive, highly motivating color photo collage. The topics covered are quite broad in range and covered in sufficient depth for the suggested grade level. Each topic is introduced with a vocabulary list and the major concepts covered and ends with a summary statement stated in generalization form and review questions. Scattered generously throughout the whole text are a wide variety of involving activities. These vary in purpose and complexity.

Supporting and extending the subject matter in the text is the Teacher's Guide which is purchased separately. Included for each topic are competency-based learning objectives, a further selection of relevant and appropriate learning strategies, performance tests, evaluation devices, print and audio-visual resources and answers to the review questions in the text. Included as well are 20 worksheets suitable for reproduction for classroom use. A most comprehensive, up-to-date bibliography and resource address list is also provided. This is an outstanding co-educational intermediate level textbook, one with which a cross section of students could readily identify.

Reviewed by:

Phyllis Meiklejohn, M.Sc.

Education Consultant, Toronto

The Pregnant Adolescent: Problems of Premature Parenthood. By Frank G. Bolton Jr. Volume 100 Sage Library of Social Research. Beverly Hills, London: Sage Publications, 1980. p. 233; Hardcover \$18.00, softcover \$8.95.

The Pregnant Adolescent is a very thoroughly researched and documented statement on the problems of early parenthood. The table of contents is thorough but not as helpful as an index would be!

The research covers both historical and current data and literature and therefore provides an excellent overview of the topic. The author successfully states a number of perspectives — public misunderstanding, sociological, psychological and provides relevant information pertaining to the medical problems of both the adolescent and her child. Parallels and similarities between maltreating parents and adolescent parents are highlighted and the prognosis is not good.

The author clearly delineates the risks and problems of early parenthood found in the literature and uses statistical information to reinforce these findings. Difficulties in transferring some of this information to the Canadian milieu include: who comprises the non-white population (Hispanic and Black vs. Metis); who comprises the different socio-economic strata; and do our metropolitan areas and subculture parallel those in the United States?

Bolton not only presents the problem but provides tentative guidelines for involved professionals — check lists, use of groups, family therapy to name a few.

This reviewer has spent several years working with adolescents both pregnant and parents and found Bolton's presentation timely, accurate and even frightening. This group within our society is indeed making its impact felt and with an estimated 90% of pregnant teens opting to keep their child, more research of this caliber is needed. Perhaps for some the book may be too research and statistically oriented but for those seriously interested in the topic, it provides an excellent reference and in the author's own words, "a beginning".

Reviewed by:

Barbara Ashmore, B.H.Ec.

Department Head, Terra

The Association for Assistance to Unwed Mothers

Edmonton, Alberta •

If you are interested in reviewing a book, please contact the Book Review Editor stating your area of interest. A complimentary book which may be kept will be sent to you for review.

SIM — Supplementary Information on Medication

SIM is the name of the new program being coordinated by the Canadian Pharmaceutical Association in co-operation with the Health Protection Branch, Health and Welfare Canada. The aim of the program is to help consumers become better informed by supplying detailed written label information about selected drugs as well as certain over-the-counter or non-prescription medications. Fact sheets have been designed which can be purchased by pharmacists from the Pharmaceutical Association to be handed out to customers free of charge.

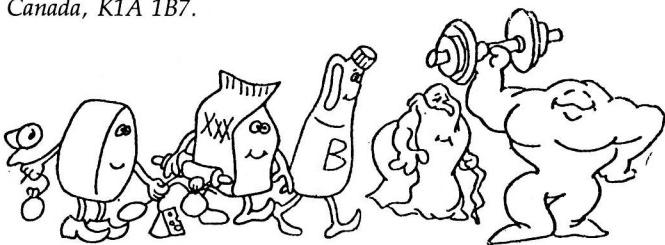
New Publications and Visuals

Food Additives in Action — A Resource Guide

Food Additives in Action is a self-contained package of educational materials designed to promote informed decision-making by high school students and consumers. Created by Educational Services, Health Protection Branch, this activity-based learning guide includes a puzzle, case studies, assignments and eight science experiments. It offers reliable background information, learning activities and resources on a wide range of food additive topics, including labelling, food additive functions, government controls and product-marketing.

The Guide has been pilot-tested by some 60 educators across Canada who agree that its multi-disciplinary approach makes it a valuable resource for educators in home economics, science, health, consumer education and family services fields.

Your action now will put *Food Additives in Action* into your teaching program for the coming year. The guide is available in English or French from *Educational Services, Health Protection Branch, Health and Welfare Canada, Ottawa, Canada, K1A 1B7*.



Le Point Sur Les Additifs Alimentaires — Un Guide Pédagogique

Le point sur les additifs alimentaires se présente comme un ensemble complet de documents éducatifs conçu pour aider les élèves de niveau secondaire et les consommateurs en général à prendre des décisions éclairées. Une création des Services éducatifs de la Direction générale de la protection de la santé, ce guide essentiellement pragmatique présente toute une gamme de jeux, étude de cas, travaux pratiques et expériences scientifiques. Il offre au lecteur des renseignements de base, des activités pratiques et des conseils sur une foule de sujets liés aux additifs alimentaires, notamment l'étiquetage, les fonctions des additifs alimentaires, la surveillance exercée par le gouvernement et la mise en marché des produits.

Le Guide a jusqu'à présent été évalué par un groupe d'environ 60 éducateurs qui s'accordent à reconnaître que l'approche pluri-disciplinaire qui y est mise de l'avant fait de cette publication un outil de travail précieux au service des éducateurs oeuvrant dans les domaines de l'économie domestique, des sciences, de la santé, de l'information aux consommateurs et des services familiaux.

Le Guide est disponible dans les deux langues officielles par écrit au *Bureau des Services éducatifs, Direction générale de la protection de la santé, Santé et bien-être social, Canada, Ottawa, Canada, K1A 1B7*. •

For the Home Sewer

• Wrights Home Sewing News

This newspaper comes to your home or business four times yearly at the cost of \$1.00, if you so choose! *Wrights Home Sewing News* is prepared by the Wrights Notion Company, and includes numerous fashion and sewing ideas. Most issues feature a topic such as dressing for the business woman or for a special occasion, plus the latest word on trims and their place in current fashion. Often the issue includes ideas especially useful to teachers of Home Economics or 4-H.

To receive *Wrights Home Sewing News*, enclose \$1.00 (US FUNDS) and write to: *Wrights Home Sewing News, Wm. E. Wright Co., South Street, West Warren, MA 01092*.

• Snugli Pattern

Have you wondered about the feasibility of making a *Snugli* for a child? A *Snugli* is a soft, no frame carrier providing close physical contact and a secure place for a baby to ride. It contains an inner seat for a very small child and an outer seat for a larger child.

To receive a free copy of the *Snugli* pattern, contact: *Bertha Eggertson, Provincial Clothing and Textiles Specialist, Alberta Agriculture, 6909 - 116th Street, Edmonton, Alberta T6H 4P2*.

Retirement Planning

Fall 1981 marked the first issue of *Foresight*. It is a magazine published quarterly by the Alberta Council on Aging of Edmonton. The articles in the first issue stress the need for retirement planning in respect to leisure. Concerns regarding cost of leisure activities, how retirement affects the marriage, housing needs and seniors rights are addressed. Norah Keating of Family Studies at the University of Alberta holds the position of Contributing Editor for Family Relations for the publication.

Subscription rate is \$7.00 for Alberta Council on Aging members and \$8.00 for non-members. For more information about the magazine or to subscribe, contact: *Foresight Magazine, Room 324, 10010 - 105th Street, Edmonton, Alberta T5J 1C4*.

Triticale Focus

Triticale Focus is a new factual publication that describes the developments of Triticale grain in the Canadian marketplace. Published by TritiRich Products Limited, the leaflet is designed to inform both home economists and consumers of this new grain. Included in the first issue of *Triticale Focus* are the history of the grain, a description of the research and testing carried out at the University of Manitoba under the direction of Professor Vaisey-Genser, the product's present use in industry and recipes using "The Healthy Alternative".

To receive *Triticale Focus* write: *Triticale Products Limited, 30th Floor, One Lombard Place, Winnipeg, Manitoba, Canada R3B 0Y1*.

Food Wise — Good Buys

Saskatchewan Health, under the *Feelin' Good* program, has prepared *Food Wise-Good Buys*. The booklet is in two parts: an information section, and a recipe section. Information included is shopping strategy, tips on how to save money when buying foods from each of the four food groups, alternatives to meat, cooking with fewer calories and a word on use of sprouts. Recipes for main dishes attempt to minimize meat and promote use of meat alternatives. Nutritious baking ideas are featured, along with some homemade convenience foods. A short *kids in the kitchen* section includes nutritious snack ideas.

To obtain a free copy of *Food Wise — Good Buys* write: Saskatchewan Health 3475 Albert Street, Regina, Saskatchewan.

Tasty Rice Recipes

As rice tends to be a non-allergenic food, it is ideal for most allergy diets. The Rice Council of America has prepared a publication — *Tasty Rice Recipes* to assist persons allergic to gluten, gluten plus egg, gluten plus milk, and gluten, egg and milk. The recipes in the leaflet are practical, and include some meat dishes, some baked goods, some desserts and a recipe for rice bread.

To obtain a copy of *Tasty Rice Recipes*, write: Rice Council of America, P.O. Box 22802, Houston, Texas 77027.

Easy Eating

This publication has a colorful, easy to read layout that is unique! The leaflet begins with an outline of Canada's Food Guide, and is supplemented with ideas of foods one should eat when attempting to control weight, have convenience, cut costs, snack or when eating out. A special section of the leaflet is titled, "Read the Label." Pointers related to price, enrichment, ingredients, cooking and storage, grades and best before date appear there. The publication is well done — it would be sure to catch one's eye in a display.

To obtain *Easy Eating* write: Ontario Ministry of Health, Toronto, Ontario.

For Craft Enthusiasts

Knitting machines seem to be gaining popularity. Those who own one of these gadgets would probably enjoy receiving *Nan's Knit-Knacks®*. This quarterly newsletter is published by Nan Lynch of Toronto. Lynch has been in the knitting machine business for some seven years. Her experience in sales, marketing and teaching knitting machines well qualifies her for writing her newsletter.

In the newsletter Lynch includes patterns to fit all sizes of machines, articles on special techniques, i.e., working with homeknit fabric or working with jumbo yarn, plus advertising of specific interest to machine knitters.

To subscribe send \$9.00 to: *Nan's Knit Knacks®*, 2180 Yonge Street, Box 43, Toronto, Ontario M4S 2B9.

Window Treatments

Today's consumer is finding wide variety in the window treatments department of their favorite store. The most recent addition to the line of products is a broad selection of louvered shades. The Alberta Agriculture's Home Design Branch's *Louvered Window Treatments* fact sheet discusses

three categories of louvers: vertical blinds, horizontal blinds, and woven wood shades. The following concerns are addressed for each type of louver: styles, applications, durability, maintenance, flammability, and insulative capacity. General comparisons are made regarding costs and installation.

To order this consumer reference request Homedex 1755-20 — *Louvered Window Treatment* from: *Print Media Branch, Alberta Agriculture*, 9718 - 107th Street, Edmonton, Alberta T5K 2C8.

Energy Savings Helps

• Coats and Clark's Slide Program on Saving Energy

Concern about energy conservation has changed the way we dress, transport ourselves, build our homes and think about our environment. Coats and Clark's Consumer and Educational Affairs Department has developed a slide program, *Energy Saving Ideas*, that presents ways to save energy with clothing and textiles. Subject matter covered in the program ranges from basic information on energy-related terminology to ideas for fashions and projects that can be sewn to help keep the home and body warm or cool. There are tips on fabric selection and garment styling as well as ideas for maintaining thermal comfort in the home through the use of draperies, carpets, and furniture.

The slide program, which consists of 75 slides, a script, and an energy awareness pre-test, takes about 20 minutes to present. For information on ordering the slide program, *Energy Saving Ideas*, write to: *Coats and Clark Inc., Dept TT81, 72 Cummings Point Road, Stamford, Connecticut 06902*.

• Save Energy With Textiles

If you are looking for a reference full of common sense and some earthy humor, *Save Energy With Textiles* fits the description. Published by American Textile Manufacturers Institute, the handbook is a compendium of tips from Americans who have written to American Textile Manufacturers Institute with their ideas of how to further save energy once you have turned down the thermostat, added insulation, and caulked the windows. The publishers admit that not all ideas save significant amounts of energy, but they are entertaining and they may be aesthetic.

To suggest more energy saving ideas, or to request *Save Energy With Textiles*, write: *American Textile Manufacturers Institute, 400 South Tryon Street, CHARLOTTE, North Carolina 28285*.

• Facts on Home Insulation

Many consumers are adding insulation to their homes, in order to reduce their home heating bill. The Better Business Bureau has prepared a publication that answers the common queries about insulating techniques and materials. The booklet provides a checklist of questions the consumer should ask of a prospective contractor. Another checklist is given for those who wish to do the work themselves. The later list pertains largely to safety. The booklet refers the readers to other publications such as *Keeping the Heat In* and *101 Ways to Save Energy and Money in the Home* for further information.

To receive a copy of *Facts on Home Insulation* write: *Better Business Bureau of Canada, 2 Bloor Street East, Suite 3034, Toronto, Ontario M4W 3J5*.

(Continued on page 108)

What's New

New Look in Lighting

Something new! Recently fluorescent lamps have been produced that may be used in a light socket designed for a ceiling fixture.

Circlite has two parts — a ten inch diameter circular bulb and an adapter shaped like a spare module with socket threads on the re-entry end. The parts fit together securely. The advantages of the lamp are energy savings, long-life, and that they are available for a variety of light fixtures.

Also new is the **Electronic Halarc Lamp**. It is presently being tested. The important design feature is the high-low setting. Compared to a traditional 50/100/150 3-way incandescent lamp, the Electronic Halarc uses one third the energy but gives about equal light. The innovative lamp has a greater efficiency and longer life than the incandescent lamp.

Reference: Farm Light and Power, December/January 1981/82

Prince Edward Island Survey of Senior Citizens

In April, 1981 the Social Services Branch of the Prince Edward Island Department of Health and Social Services published a report of three a year project, *Towards Meeting the Needs of Senior Citizens in Prince Edward Island*. This survey included information from the social service and health delivery agencies as well as a sampling of the senior citizens in the entire province. The survey focused on physical needs (health, income, transportation, housing and nutrition) and on social needs (security, self-esteem, self-realization).

Some interesting points revealed in the report were: health is a major concern; a significant group of senior citizens had needs that were not being met; 91% of those surveyed desired to stay in their own home; and unmet needs frequently do not come to the attention of the social service agencies.

All the documents arising from the separate components of the project will be available from Island Information Services for a nominal charge. Permission to use the study on aging can be obtained by contacting: Director, Special Services Division, Social Services Branch, Department of Health and Social Services, Box 2000, Charlottetown, P.E.I. CIA7N8 Telephone (902) 892-5471.

Source: Alberta Senior Citizens Bureau, Fact Sheet November 1981.

Light Fading in Silk

Streaky color loss in silk garments has become an increasingly common complaint heard at University of Alberta's Textile Analysis Service. One common cause of such color loss is exposure to light.

Cause • Light fading is caused by the ultra-violet radiation given off by certain light sources. The high frequency ultra-violet radiation (from sunlight and fluorescent light) attacks and alters the dye causing either a change in color or fading of the original color. Incandescent lights do not emit ultra-violet radiation and are not a hazard to silk dyes.

Characteristics • In order to avoid costly claims on expensive silk garments, it is important for the drycleaner to be aware of light fading and able to identify the characteristics of light fading. Light fading appears as long streaks of discoloration that travel along exposed areas of the garment, most commonly along the shoulders, down the sleeves, along the edges of pleats or folds, and the tops of collars and lapels. Areas of the garment not exposed to light will retain their original color. Light fading should be evident prior to cleaning; however, if a garment is not examined closely such damage may go unnoticed until after cleaning.

Responsibility • If a garment has been stored and cared for in a normal manner and exhibits light fading within a relatively short time, the fading is judged to be the manufacturer's responsibility as the dyes are judged to be unusually sensitive to light.

Source: Textile Analysis Service, University of Alberta.

Condensing Furnaces

People who are thinking about building a new home or about replacing an old furnace should be aware of the latest developments in energy-efficient heating. According to Alberta Agriculture's home design branch, condensing furnaces are the latest development in furnace technology. The word condensing refers to the fact that these high-efficiency furnaces extract so much heat from the flue gases that water is condensed and subsequently removed by a floor drain. The seasonal efficiency of condensing furnaces is quoted to be 90 to 95% compared with about 60% for a standard forced-air furnace. Three companies are currently manufacturing condensing furnaces, Clare Brothers and Intercity Gas (ICG) furnaces use three heat exchangers instead of the normal one exchanger to reduce flue gas temperatures to about 45°C. The cool flue gases are forced out of the building by a two-inch plastic pipe vent instead of through a chimney. The vent goes through the wall in the house in a similar manner to that of a clothes dryer vent. This reduces the amount of warm air that is normally lost up the chimney when a furnace is not operating.

Lennox is developing a condensing furnace which employs a new process called 'pulsed' combustion. These pulsed combustion furnaces will use a combustion chamber and a spark plug to burn gas in much the same way as an automobile engine. Only the Clare furnace is on the market at the present time. ICG and Lennox plan to release their models sometime later this year or in early 1982. Since these units cost from \$800 to \$1,000 more than a standard furnace, at current gas prices it will take about nine years in fuel saving to pay back the additional investment.

Humidity and the Common Cold

The common cold is the most widespread respiratory infection that strikes North Americans. Dr. George Green of the University of Saskatchewan believes that excessively low indoor humidity fosters this ailment. He told the American Society of Heating, Refrigerating, and Air-Conditioning En-

gineers that a humidity of 40-50% is healthier than lower levels, and will decrease the incidence of the common cold. Dr. Green says that in studies done in eight schools where the humidity was raised, fewer children showed absenteeism with winter colds. Dr. Green believes that a higher humidity level in the workplace could save employers many lost manhours due to illness, and assist our economy.

Reference: *Newsletter of Solar Energy Canada Inc., Northern Alberta Chapter, Edmonton, Alberta.*

New Products

- **Fabrics** — A Swiss inventor has created a fabric that makes it possible to tan while fully dressed. The new material, a synthetic-like dacron, is woven so ultraviolet radiation in the tanning range will pass through it while slightly shorter wavelengths, which cause burning, will virtually be screened out. The inventor has applied for a patent.
- **Contact Lens** — The U.S. Food and Drug Administration has approved a silicone extended wear contact lens for cataract patients. The lens, called Silsoft-r-Elastoficon A, was developed by Dow Corning. It will allow people who have undergone cataract surgery to wear lenses for up to one month without removal.
- **Calculator** — Sharp Electronics has introduced a wallet-sized solar-powered calculator that uses light-sensitive silicon cells to convert light into electrical energy. The unit has no on-off switch, because the power comes on automatically when the wallet is opened and goes off when it is closed.

Source: *Market Highlights, Alberta Consumer and Corporate Affairs, October 1981.*

An Aid for the Disabled

Royal Doulton has recently announced a new design in its Steelite product line. Steelite '80 is new ceramic tableware developed especially for the disabled. The tableware features an inner wall shaped to act as an extra implement against which food may be secured with a fork. The mug has two handles to ease difficulties often had in drinking beverages. These dishes are being marketed for use at home, in hotels and in restaurants.

If further information is required, contact: Hotelware Division, Doulton Canada Inc., 850 Progress Avenue, Scarborough, Ontario M1H 3C4.

A New Term — Prosumer

The word "Prosumer" may well become the catch word of the '80s. It refers to an individual or household that produces many of the goods it consumes.

A prosuming individual might engage in home production of food or clothing, change the oil in the family car, or seek out home-produced entertainment. By doing any of these things, the prosumer saves money that might have been spent for the goods or service. This money can then be used for another activity, or saved for investment. The prosumer's saved dollar becomes added income that is more desirable than a second job. Why? That income is part of the hidden economy and therefore is not taxable.

Trends today, that back up the prosuming philosophy are a surge in the do-it-yourself courses at com-

munity colleges, and the purchase of skill oriented handbooks, as well as the rise in manufacturer prepared kits for common items.

Being a prosumer does not necessarily mean people are going back to the land, or losing a part of their standard of living; rather it is a move with what one has theory. ●

New Publications and Visuals

(Continued from page 106)

A Manual for Parents

The manual is for parents, but the message is aimed at children! That is the best description for Alberta Consumer and Corporate Affairs' *Mom Buy Me That* magazine! The manual "offers parents suggestions for everyday activities to teach their children how to critically analyze advertising and become better consumers" according to Marie Riddle of Consumer and Corporate Affairs. The book is designed with 16 pages of "straight-talk" for Mom and Dad, and a pullout centre section of activities parents can use with the family.

To receive a copy of *Mom Buy Me That* for your personal use, or for career related activities, contact: Alberta Consumer and Corporate Affairs, Box 1616, Edmonton, Alberta T5J 2N9.

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When one attempts to identify home economists active "on the community front", it seems that modesty makes everyone say, "Oh, but I don't do very much. There are many others who do much more than I do". So often we fail to appreciate the value of each individual's contribution in helping the volunteer effort achieve the goals of numerous organizations. I have chosen to share with you the activities of a few of the many active members of our profession in PEI.

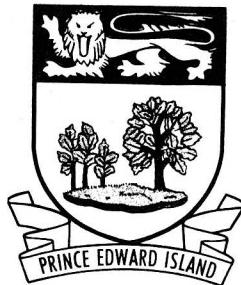
Have you ever wished that you were part of a "stimulation" group? Sandra MacKay, Shirley Moase, Joan Perrin, Ruth Rogerson and Adele Seaman describe the group they organized:

From getting together for the purpose of exchanging ideas and patterns in sewing, our craft group has developed and we now refer to it as our "stimulation group!" The meetings are usually held every two weeks with the evening being spent on copying new craft pattern ideas; problem-solving of designs and techniques; working on a technique; and sharing general information. The meetings have been most motivating. As well as holding two fall private handicraft sales we each sell privately to individuals and handicraft shops. Crafts include duffle mitts and slippers, a variety of dolls, toys, household accessories, knitted articles, personal accessories, Christmas decorations, and children's clothing.

The next time you visit a craft store in Prince Edward Island perhaps you'll see some of the items produced by this talented group. In addition to their craft work each of the group is involved in a variety of community and free lance activities which keep them professionally active.

Isobel Paynter is a Social Service worker by occupation, a home economist by training, and a community leader by choice. In addition to her active role in her professional association, Isobel's heavy schedule reflects her commitment to the youth in her community where she is a 4-H Club leader, Sunday School teacher, and advisor to a church youth group.

Sandra Melanson finds teaching junior high school "a very challenging and rewarding experience." As an active professional, Sandra is a member of the provincial curriculum committee, an officer of the Home Economics Teachers Association, and active in committees both within the school system and the Home Economics Association.



On the Community Front

Elizabeth J. Grimmett

Provincial Director Prince Edward Island

Dorothy MacLeod's professional career has included being a hospital dietitian, and teaching nutrition at the School of Nursing and for the Licensed Nursing Assistant's training program. When her children were young Dorothy worked at home and became active in the community. She was a member of the City of Charlottetown School Board, and later was elected to the first Board which combined the city and surrounding areas. Dorothy considers serving on a school board "an excellent way for women to be involved in a community government organization." She also contributes to her community through participation in church activities, leadership in the University Women's Club and Home and School Association at both the school and provincial levels.

Lynne Hansen joined the work force as an extension home economist with the Department of Agriculture & Forestry immediately after graduation. In her seven years as a food specialist, she worked with the district home economists in developing innovative and successful extension programs in the area of nutrition education. More recently, Lynne has worked with commodity boards in the area of education and product promotion at both the provincial and national level. With four young children Lynne finds her busy schedule has encouraged her to manage her time so that those things which are most important get tended to first, and that encompasses her family, her work and her friends.

In very early dawn in the community of Southport just across the river from Charlottetown, you could meet **Rosemary Faulkner** as she starts her day with a ten-mile jog. Probably the longest-running member of our Associa-

tion, Rosemary has been active in the Home Economics Association having served as president and provincial director. Before making the commitment to remain home while her children were young, Rosemary had an exciting professional career working for Canada Newstart, PEI Social Services, and as a researcher with the Rural Development Council.

Debbie McCrady has chosen to work as a free lance home economist in the Charlottetown area to allow her time with her children. Debbie has been involved in a variety of projects—promoting Island agricultural products, developing resource kits for teachers, developing consumer oriented programs for television. Employers include: Department of Agriculture & Forestry, Department of Fisheries, Market Development Centre, various commodity boards, and CBC-TV. Debbie describes the pros and cons of free lancing: "I am able to control when, where, and how much work I do; work is never boring—there is always something new and exciting coming along. Since nearly all my work is done on a project basis, when I'm given the project and a deadline date, I can easily dovetail work and family. Work is a challenge. Although most of my work is based on home economics training, a lot of activities require me to develop new skills. The one problem with free lancing is that the amount of work is not predictable".

I hope you have enjoyed this "visit" with some of our members. Perhaps if you come to the CHEA Conference in Saint John, New Brunswick in '83, you'll visit "the Island" and meet these and other home economists who are making their contribution *on the community front*. •

University Enrolment Statistics

1981-82

University	Name of Department	Undergraduate Students									Graduate Students			Others
		Degree	Years Req'd	1st	2nd	3rd	4th	5th	Total	Part Time	Degree	Full Time	Part Time	
British Columbia	Sch. of Home Ec.	B.H.E.	4	39	63	56	65	—	223	M.Sc. Ph.D. 5th yr.	10	1	5	7
	Fac. of Education	B.Ed. (H.Ec)	5	0	11	11	18	11	51		1			
Alberta	Fac. of Home Ec.	B.Sc. (H.Ec.)	4	75	95	80	99	—	349	M.Sc. Ph.D.	38	1	1	1
	Fac. of Education	B.Ed. (H.Ec.)	4	6	26	44	36	2	102		5			
Saskatchewan	College of Home Ec.	B.S. (H.Ec.)	4	55	33	46	31	—	165	5	M.Sc.	1	4	4
Manitoba	Fac. of Human Ecology	B.H.Ecd.	4	164	61	69	68	—	362	59	M.Sc.	6	42	12
→ Toronto	Fac. of Educ.	B.Ed.*	1	29	—	—	—	—	29	100	—	—	—	25
Ryerson	Dept. of Consumer & Faculty Studies	B.A.A.	4	90	74	59	95	—	318	—	—	—	—	—
Brescia (Western Ontario)	Dept. of Home Ec.	B.Sc.(H.Ec.)	3	67	42	32	14	—	155	—	—	—	—	—
→ Althouse (Western Ontario)	Fac. of Ed.	B.Ed.	1	33	—	—	—	—	33	—	—	—	—	—
Windsor	Fac. of Soc. Science	B.A. B.A.	4 3	4 11	7 11	5 10	5 —	—	21 32	—	—	—	—	—
McDonald	Sch. of Food Science	B.Sc. (F.Sc.)	3	47	48	55	24	—	174	M.Sc.	6	—	—	—
McGill	Fac. of Educ.	B.Ed. (H.Ec.)	2	4	3	—	—	—	7	—	—	—	—	—
Montreal	Dept. of Nutrition	B.Sc. (Nut)	3½	47	37	44	36	—	164	M.Sc.	10	—	—	—
Moncton	Ecole des Science Domestiques	B.Sc.(D)	4	12	12	12	16	—	52	M.Sc.(D)	6	—	—	2
New Brunswick	Dept. of Home Ec.	B.Ed. (H.Ec.)	4	7	11	14	10	—	42	9	—	—	—	1
Acadia	Sch. of Home Ec.	B.Sc. (H.Ec.)	4 or 5	21	20	7	22	—	70	3	—	—	—	—
Mt. St. Vincent	Dept. of Home Ec.	B.Sc. (H.Ec.) B.H.E. B.H.E./B.Ed.	4 3 5	19 36 3	49 46 4	— — —	— — —	— — —	68 82 7	M.A.	10	—	—	—
St. Francis Xavier	Dept. of Home Ec.	B.Sc.	4	20	21	24	25	—	90	1	—	—	—	71
Prince Edward Isl.	Dept. of Home Ec.	B.Sc. (H.Ec.)	4	13	11	6	8	—	38	9	—	—	—	—
Guelph	Coll. of Family & Consumer Studies	B.A.Sc.	4*	—	—	—	—	—	—	—	—	—	—	—

* At the University of Guelph approximately 930 students are enrolled in a four-year undergraduate program leading to a Bachelor of Applied Science degree. Students in the program major in one of four areas — Family Studies, Consumer Studies, Applied Human Nutrition or Child Studies. Graduates will affiliate with a wide range of professional fields, one of which is home economics. Graduate programs are offered in the four major areas of study.

"Membership" Power
will make our Association
more effective

**RECRUIT A
MEMBER TODAY**

Give the form on this page to a
home economist you know

CONDITIONS OF MEMBERSHIP

MEMBERSHIP CLASSES

There are five classes of membership: active including life, associate, student, reserve and honorary.

ACTIVE MEMBERS

1. Active membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:
 - a. a degree in Home Economics from a recognized university, or
 - b. a degree in a related field from a recognized university who by interest and activity serves the goals of the Association or,
 - c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Association.
 - d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
2. An individual who has had continuous active membership for at least ten years immediately prior to applying for life membership may become a life member subject to the approval of the Board of Directors.
3. An active member, in recognition of outstanding contribution to the Association over a period of years, may be awarded a special honorary life membership, subject to the approval of the Board of Directors.

ASSOCIATE MEMBERS

Associate membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:

- A secondary school certificate and;
- a. a Home Economics diploma granted by a recognized college or School of Technology after two years of successful study, or
- b. a provincial Home Economics teacher's certificate, or
- c. a provincial teacher's certificate with additional training in Home Economics equivalent to at least one year of successful study.

STUDENT MEMBERS

Student membership shall be granted to a person enrolled in a full-time undergraduate program at any Canadian university, faculty, college, school or department which is eligible to send voting delegates to the A.C.H.E.S. convention.

RESERVE MEMBERS

Reserve membership may be granted on application to the Board of Directors to those who qualify as active or associate members, and who are now:

- a. graduate students enrolled in full-time post graduate study in home economics or a related field for a minimum of six months of the membership year May 1 — April 30
- b. home economist employed on an average of less than 10 hours per week
- c. retired

HONORARY MEMBERS

Honorary membership is granted by unanimous vote of the Board of Directors to a non-member who has rendered exceptional service to the field of Home Economics:

FEES —

Active and Associate members (annual)	\$ 65.00
Life Membership	\$975.00
Student members (annual)	\$ 20.00
Reserve members (annual)	\$ 35.00

Membership includes subscription to the
Canadian Home Economics Journal
published Spring, Summer, Fall Winter
Membership year — May 1 to April 30

Home economics graduates from Canadian universities for the year immediately following graduation with their qualifying degree may become members of the Association at a fee which is one-half the current active/associate membership fee.



CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE
151 rue Slater Street, Ottawa, Ontario K1P 5H3 (613) 232-9791

MEMBERSHIP INFORMATION FORM

Please complete and return to the above address.

PLEASE PRINT OR TYPE

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Veuillez compléter cette demande et la retourner à l'adresse indiquée ci-haut.

VEUILLEZ DACTYLOGRAPHIER OU ÉCRIRE EN LETTRE MOULEES

NAME/NOM:

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SURNAME/NOM DE FAMILIALE

--	--	--	--	--	--

FIRST NAME/NOM

--	--	--

INITIAL/INITIALE

Maiden Name (if applicable)
Nom de fille (s'il y a lieu)

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Street/Rue

City/Ville

Province

Postal Code/Code Postale

Home/Residence

Street/Rue

City/Ville

Province

Postal Code/Code Postale

TELEPHONE NO./NO. DE TÉLÉPHONE: OFFICE/BUREAU

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HOME/RESIDENCE

--	--	--	--	--

PRESENT POSITION

OCCUPATION ACTUELLE

Please indicate if you are a member of your:

Provincial Home Economics Association

Veuillez indiquer si vous êtes un membre de votre:

Association d'Economie Familiale provinciale

Name/Nom _____

Local Home Economics Association

Association d'Economie Familiale locale

Name/Nom _____

University, College or School Attended Université, collège ou école	Major Specialisation Majeure ou spécialisation	Degree or Diploma Rec'd Grade ou diplôme	Date

Complete both sides and return to:

The Canadian Home Economics Association
151 Slater Street
Ottawa, Ontario
K1P 5H3

Complétez les deux côtés et retournez à:

L'Association Canadienne d'Economie Familiale
151 rue Slater
Ottawa, Ontario
K1P 5H3

See over/voir au verso

Date: _____ Signature: _____

CHEQUE MONEY ORDER Enclosed in the amount of \$ _____
CHEQUE MANDAT-POSTE Montant ci-joint

Communiqué from the Executive

*Ellen Boynton
Acting Secretary*

- Following Board approval of recommendations for ongoing dialogue with affiliates re structure changes, a one-page fact sheet and questionnaire will be sent from National office and a two-hour multi-media presentation will be prepared for the '82 Conference.
- Membership in CHEA as of December 24, 1982 stands at 1816 — a 3% increase from a year ago. Considering most associations are unable to increase membership, this is good news; but CHEA must recruit more members to help offset escalating expenses.
- Conference '81 in Toronto realized a profit of \$27,605 for which the Conference Committee is to be highly commended. The executive approved a \$2000 request from THEA for ongoing liaison with the Caribbean home economists following the conclusion of the CIDA project.
- A total of \$2,703 in donations has been received from life members of CHEA as a result of a request outlining the difficult financial straits of the Association.
- The Executive moved the approval of a recommendation from the International Development Committee to terminate the current development of a CHEA position paper on appropriate technology. ●



CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE

151 Slater Street, Ottawa, Ontario K1P 5H3

APPLICATION FOR MEMBERSHIP

Please Print in block letters

- I PERSONAL DATA: Check preferred mailing address:
- | | |
|-------------------------------|------------------------------|
| <input type="checkbox"/> MISS | <input type="checkbox"/> MR. |
| <input type="checkbox"/> MRS. | <input type="checkbox"/> DR. |
| <input type="checkbox"/> SR. | <input type="checkbox"/> MS. |

Home Employment

Last Name _____

First Name and Initial _____

Maiden Name (if applicable) _____

HOME ADDRESS _____ (Area) Phone _____

City _____

Province _____

Postal Code _____

BUSINESS NAME
AND ADDRESS _____

(Area) Phone _____

City _____

Province _____

Postal Code _____

PRESENT POSITION _____

II EDUCATION

University, College or School Attended	Duration of Study	Major	Degree or Diploma received	Date received

- III If you wish to become active in CHEA, check here.

Your interest _____

- IV The Membership Directory will be available in November for \$5.00 to members (non-commercial use). You may order a copy now. Please enclose \$5.00 with your fees payment.

- V HAVE YOU HELD PREVIOUS MEMBERSHIP IN C.H.E.A.? Yes No

- VI PRESENT OCCUPATION — Please check Sections A and B. This information is required for the Membership Directory.

- | | | | |
|---|---|--|--|
| A <input type="checkbox"/> Business | <input type="checkbox"/> Graduate Student | B <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consumer Studies/Services |
| <input type="checkbox"/> Dietitian | <input type="checkbox"/> Homemaker | <input type="checkbox"/> University | <input type="checkbox"/> Equipment/Housing |
| <input type="checkbox"/> Educator | <input type="checkbox"/> Nutritionist | <input type="checkbox"/> Post Secondary | <input type="checkbox"/> Family Studies |
| <input type="checkbox"/> Extension | <input type="checkbox"/> Social Services | <input type="checkbox"/> Secondary School | <input type="checkbox"/> Food/Nutrition |
| <input type="checkbox"/> Freelance/Consultant | <input type="checkbox"/> Other | <input type="checkbox"/> Preschool/Primary | <input type="checkbox"/> Hospital/Institution |
| <input type="checkbox"/> Government | | <input type="checkbox"/> Supervisor | <input type="checkbox"/> Textiles/Fashion |
| | | | <input type="checkbox"/> Communications/Media |

- VII CHEQUE MONEY ORDER

enclosed in the amount of \$ _____

Date _____ Signature _____

1981-82 CHEA Executive

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Faculty of Home Economics
University of Manitoba
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Ottawa, Ontario K2H 6V9

The complete list of the CHEA Board of Directors is in your Membership Directory.

New Feature Editor



Norma J. Kirkby has been appointed Feature Editor of the *Canadian Home Economics Journal* to replace **Jean Wilson** who has held that position for the last four years. We are grateful for all the good information that Jean has provided for our readers during this time and are pleased that she will remain on the Journal staff in the position of co-editor.

Norma graduated from the University of Saskatchewan in 1975 with a Bachelor of Science in Home Economics, majoring in Home Management. She has been working with Alberta Agriculture since June of 1975 as a District Home Economist in Drumheller. In that position, she has chaired Alberta Women's Week—The Home Economics Branch's provincial annual women's conference, served on numerous provincial committees and trained new home economists for the Branch. In 1979, Norma attended the University of Manitoba for a semester, taking classes at the Master's level in Educational Administration.

Norma describes herself as a "prosumer". She believes strongly in, and devotes many hours to home production. Norma is married, and actively involved in community church activities.

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NutraSweet	IBC
Kellogg Salada Canada Ltd.	OBC

Deadline for submission of articles or items for the next *CHE Journal* is April 15, 1982.

Ten questions your patients may ask about the new low-calorie sweetener, NutraSweet™

Recently, foods and beverages made with a completely new kind of food sweetener, NutraSweet® aspartame sweetener, were introduced in the marketplace. Here are the answers to some of the most frequently asked questions about this revolutionary new product.

1. Exactly what is NutraSweet?

NutraSweet is not a sugar. NutraSweet is a sweet, nutritive substance made of protein components like those found naturally in most foods. It is a sweet compound of two amino acids, aspartate and phenylalanine.

2. What foods are made with NutraSweet?

A variety of foods are made with NutraSweet: carbonated soft drinks, pre-sweetened cereals, instant puddings and dessert toppings, flavored crystal beverages and chewing gum.

Equal® (Égal® in French), the new low-calorie tabletop sweetener in packets and tablets, is also made with NutraSweet.

3. Can NutraSweet reduce calories in foods? NutraSweet sweetens with far fewer calories than sugar. For example, a teaspoon of sugar contains 16 calories. NutraSweet delivers equivalent sweetness with only 1/10 of one calorie. That means, in some foods made with NutraSweet, *calories may be reduced as much as 95 percent* (see chart below).

4. Can children have foods made with NutraSweet? Unlike many non-nutritive sweeteners, NutraSweet has been clinically tested with people of all ages.^{**} If a person consumes an amount of NutraSweet equivalent in sweetness to one teaspoon of sugar, he takes in 8.5 mg. of aspartate and 10.6 mg. of phenylalanine. By way of comparison, he takes in 50 times

these amounts when he drinks an 8 oz. glass of milk.

5. Are foods made with NutraSweet more nutritious?

Sometimes. For example, a pre-sweetened cereal made with NutraSweet can offer more protein,



fiber, vitamins and minerals per serving than the same size serving made with sugar. That's because sugar's bulk and calories can be replaced with more cereal grain.

6. Can NutraSweet help reduce tooth decay? Too many sweets in the diet, combined with poor dental habits, contribute to tooth decay. While diet is only one factor, substituting foods made with NutraSweet for sugar-sweetened foods may help to reduce cavities.

Supporting this theory are studies conducted by the U.S. National Institute of Dental Research that showed use of NutraSweet was not associated with the formation of cavities in animals.

7. Can persons with diabetes eat the foods made with NutraSweet? NutraSweet is wel-

come news for persons with diabetes because it is digested and utilized by the body as protein. That means some foods and beverages formerly high in sugar may soon be enjoyed because with NutraSweet most beverages will be totally sugar-free and other foods will be significantly reduced in carbohydrates.

8. Can pregnant women use NutraSweet?

On the basis of animal and clinical studies, Health and Welfare Canada concluded that NutraSweet does not present an additional risk to pregnant women. The amino acids from NutraSweet

will be less than 1% of the total protein consumed over a day. And, consuming foods and beverages made with NutraSweet is just like eating other foods containing the same protein components.

9. Does NutraSweet really taste like sugar?

In two separate studies conducted at a leading university in New York, people were fed a diet that contained sugar-sweetened foods. Occasionally, foods sweetened with NutraSweet were substituted without the subjects' knowledge. Most subjects could not tell the difference between the foods sweetened with NutraSweet and the same foods sweetened with sugar.

10. Can NutraSweet help me control my weight? Eating foods made with NutraSweet allows you to reduce your daily calorie intake, yet still satisfy your sweet tooth. And because foods made with NutraSweet taste like high-calorie foods, they can help make even a restrictive diet more palatable.

*NutraSweet is a brand name of G.D. Searle & Co. for the sweetener aspartame (APM).

**NutraSweet contains phenylalanine. Physicians with phenylketonuric patients may request additional information on foods made with NutraSweet by calling (1-800) 268-1120 and in British Columbia (112-800) 268-1120.

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Compare the difference in calories:

Food	Containing Sugar	Containing NutraSweet
Hot chocolate (8 oz.)	116 calories	64 calories
Carbonated soft drink (10 oz.)	120 calories	1 calorie
Gelatin dessert (1/2 cup)	81 calories	10 calories
Whipped topping (4 Tbsp.)	56 calories	28 calories
Chocolate pudding (1/2 cup)	150 calories	75 calories
Milk shake (1 1/2 cups)	284 calories	135 calories

**The
NutraSweet
Breakthrough**

Searle Food Resources, Inc.

SEARLE

Subsidiary of G. D. Searle & Co.

Kellogg's... ***on the frontier of nutrition since 1906.***

Back in 1906, Mr. W.K. Kellogg had a great new product idea and a vision. He saw himself producing his original corn flakes in a high quality product that provided both nutrition and good taste.

His vision became a reality. In fact, it grew to the point where today Kellogg's* is recognized as being the world's foremost cereal producer. Yet in all that time, nutrition has always remained a prime consideration in the development of every Kellogg product.

We manufacture food products to meet the changing needs of our consumers, and strive to maintain their high quality by continuously inspecting raw materials, processing methods and packaging operations. This helps us meet the high standards we set for consistency, flavour, texture and nutrient content.

They've all helped us to be recognized as industry leaders, and we're very proud of that position and responsibility. That's why we'll never lose sight of Mr. Kellogg's original idea and his vision.

In 1906 the future was his...he made the most of it. Today, the future is ours...and we're working to make it even better for all of us.

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